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RECRUITER

The United States Army Recruiting Command

JOURNAL AUG 97

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RESERVE**

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BACK TO SCHOOL

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RESERVE**

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“Smart Quotes”

About 60 percent of Boomers say they believe in God and have no doubts about it. The number is less than for the World War II generation (66 percent), but larger than for Generation Xers (53 percent).

According to futurist Watts Wacker and marketer James Taylor, by January 2039, anyone who lives to be 50 will have a better than 80-20 chance of living to be 100. There will be term limits on life based on each individual's ability to pay for his or her own health care, postulate Wacker and Taylor.

The proportion of Americans who say they are “very happy” rises slightly with age, from 25 percent among Generation Xers, to 32 percent among the World War II generation; 28 percent of Boomers say they are very happy and 60 percent are “pretty happy” while 12 percent are “not too happy.”

The US foreign-born population increased significantly since the turn of the 1990s, from 7.9 percent of total population to 9.3 percent, according to the Census Bureau.

The vast majority of US businesses have fewer than 500 employees. Benefits paid by these firms added just 34.8 percent to payroll costs in 1995, a slight decline from 1994. Among businesses with more than 5,000 employees, benefits reached 42.5 percent of payroll in 1995, an increase of 1.6 percent.

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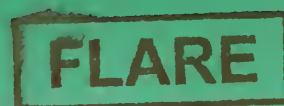
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In the next issue....

Family members have been asking for information on USAREC Family Support programs, and next month's issue is dedicated to providing that information. Make plans to take that issue home and keep it!

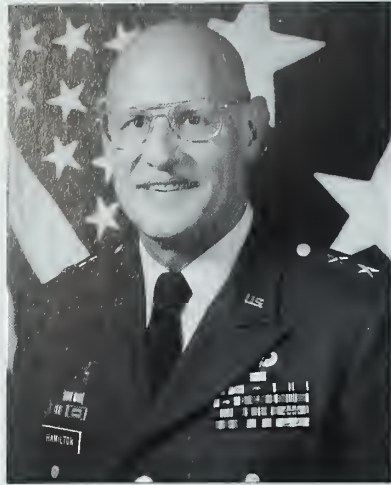


This month's cover was photographed by Steve Catlin, Fort Knox TASC.

Major General Mark R. Hamilton

Commanding General

Major General Mark R. Hamilton was born in Hackensack, N.J., on Feb. 25, 1945, and graduated from high school in St. Petersburg, Fla. He earned a Bachelor of Science degree from the U.S. Military Academy, West Point, N.Y., in 1967 and a Master of Arts in English from Florida State University, Tallahassee, Fla., in 1972.



MG Mark R. Hamilton

Major General Hamilton entered the Army in June 1967 with a commission from the U.S. Military Academy, West Point, N.Y. Prior to his current assignment, he served as the Vice Director for Force Structure, Resources and Assessment (J-8), the Joint Staff, Washington, D.C. His previous assignments include Deputy Director for Joint Warfighting Capability and Assessment (J-8), The Joint Staff, Washington, D.C.; Deputy Director for Strategic Planning and Policy, Headquarters, United States Pacific Command, Camp H.M. Smith, Hawaii; Chief of Staff, Alaskan Command, Elmendorf Air Force Base, Alaska; Special Assistant to the Chief of Staff, U.S. Army, with duty in Somalia and SHAPE Headquarters; Commander of the United States Military Group El Salvador; and Commander of the 6th Infantry Division Artillery, Fort Richardson, Alaska.

Major General Hamilton's awards and decorations include the Defense Distinguished Service Medal, the Distinguished Service Medal, the Legion of Merit with Oak Leaf Cluster, the Bronze Star Medal, the Meritorious Service Medal (with silver Oak Leaf Cluster), the Air Medal (with silver Oak Leaf Cluster), the Army Commendation Medal (with Oak Leaf Cluster), the Joint Service Identification Badge, the Army Staff Identification Badge, the Parachutist Badge, and the Ranger Tab. He was also awarded the Gold Medal for Distinguished Service by the President of El Salvador.

Major General Hamilton and his wife, Patty, have four children — Douglas, Scott, Katherine, and Daniel.

Brigadier General Stephen R. Smith

Deputy Commanding General (East)

Brigadier General Stephen R. Smith, a native of Denver, Colorado, entered the Army in 1971 as an ROTC graduate of Kearney State College, Kearney, Nebraska. He holds a Bachelor of Science degree in Zoology and a Master of Educational Administration from Colorado State University. Before his current assignment, General Smith was the Director of Enlisted Personnel Management, U.S. Total Army Personnel Command.



BG Stephen R. Smith

General Smith's initial assignment was with the 4th Infantry Division (Mechanized) at Fort Carson, Colorado, where he served as ADP Operations Officer; Chief, Division Data Center; and Chief, Personnel Services Team. This was followed by a tour in Germany where he served on the USAREUR Staff as ADP Training Officer and Chief, Plans and Programs Office. Next, he served as Management Information Systems Officer at PERSCOM, followed by an assignment to the Office of the Deputy Chief of Staff for Personnel at the Pentagon. He then served as Deputy G-1/AG and Secretary of the General Staff of the 9th Infantry Division, Fort Lewis, Washington. General Smith then served as Deputy and later as Chief of the General Officer Management Office, Army Pentagon, Washington, D.C.; Commander of the 18th Personnel Group (Airborne), XVIII Airborne Corps, Fort Bragg, North Carolina; and as J-1, Joint Task Force for Operation Restore Democracy in Haiti. He was also the 58th The Adjutant General of the Army.

General Smith has been awarded the Legion of Merit with Oak Leaf Cluster, Defense Meritorious Service Medal, Meritorious Service Medal (with Oak Leaf Cluster), Army Commendation Medal (with two Oak Leaf Clusters), Army Achievement Medal (with two Oak Leaf Clusters), Humanitarian Service Medal, Armed Forces Expeditionary Medal, the Army Staff Identification Badge, and the Senior Parachutist Badge.

General Smith is married to the former Luci Thomas. They have two children: Vanessa Riggs, a graduate of Campbell University and a social worker, and Taber, a graduate of the University of Washington and a first lieutenant in the U.S. Army.

BG James E. Shane, Jr., retires on August 1, 1997

As I leave my last assignment in the Army, I wanted the opportunity to express to all the soldiers and civilians my deepest gratitude and respect for what you do for USAREC, the Army, and our great Nation. I would like to take this rare opportunity to address three categories of professionals who all contribute to the important mission of manning the greatest Army in the world — cadre force, detailed recruiters, and our civilians.

Cadre Force: During my travels over the past two years I have continuously emphasized the importance of your duty and responsibility to USAREC and our Army. You are the leaders upon whom we all depend to accomplish the mission over the long term. Across the board I feel we have a tremendously talented and highly capable group of non-commissioned officers. It is important that you and your families clearly understand the importance of your duty as the leaders of the recruiting force. Much is expected of you. You are the professional recruiter, the standard setter for the recruiting force. Your job is difficult because your peers (detailed recruiters) are looking to you for leadership and to know how to be successful. It starts at the very top with CSM/SGM at brigade and battalion level.

I firmly believe that mission success starts with a strong belief that what we are doing for our Army and Nation is of the utmost importance to us as professional soldiers. Above all else, we must be proud to be an American soldier; without this feeling of self worth and pride, it is impossible to convince the American public that soldiering is an honorable profession. I challenge every senior 79R to reflect on your service as recruiters — your badges with sapphires, rings, Chief of Staff awards for recruiting excellence, Morrell awards — these recognitions spell success at every level — you have been key in building the greatest army in the world. Your legacy is etched in the victories spanning from Grenada to Bosnia. Our young recruiters are arriving with their combat

patches and awards and decorations, which once again vividly remind us of our success.

You have done a splendid job during your career; unfortunately the hard work begins anew as we take on the toughest recruiting missions we have had in over a decade. I know that the professionalism and ability rests with each of you. As I depart, I simply ask that the senior 79R cadre leadership collectively rededicate their professional



service to the high standards of soldiering which our great Army has grown accustomed. Specifically, reinstall pride, a positive attitude, esprit de corps, and positive leadership among our station commanders — believe in each other and be ruthless with regards to adhering to the highest professional standards of the recruiting profession — mission success will follow!

Detailed Recruiters: The detailed recruiting force has continually reminded me that they didn't want to be in recruiting. I remind each of you that recruiting for the greatest Army in the world is an honor. Each of you were selected based on a tough screening

process because of your demonstrated leadership and ability to get the job done. I am the first to tell you that recruiting duty is tough duty, but it is duty that you can make a real difference for America's Army. During this period in our history, we need our very best soldiers to recruit for our Army — you are the selected ones!

In this business you can't run and hide — your achievement is directly proportional to the effort you put in. I think there are two very important factors that make one a successful recruiter; first, you must be proud to be a soldier and have the confidence to tell people that being a soldier is special. The fact is, no one is better qualified to go to the streets of America and tell the Army story than an American soldier. Your duty is important and therefore it is imperative that you and your family understand that your contributions are critical to ensuring that our Army and Nation remain strong. We need your very best effort during your stay in recruiting. By doing your part you will ensure that the Army of the 21st century will remain a quality force and totally capable of deterring unforeseen threats that may emerge in the future. The Army is counting on you — don't let "your" Army down!

Civilians: I have not seen a more dedicated group of people in my career. Wherever I go, I find our civilian workforce totally dedicated and committed to supporting the recruiting force. I have had the pleasure to work closely with many of you and know first-hand how important your contribution is to our success.

In closing, during my short 28 years of military service I am honored to have had the opportunity to work with the people who "provide the strength" for America's Army. During my two years with USAREC, I hope that somewhere or sometime I made a difference — I am proud to have had the opportunity to soldier with you. As I take off this uniform on August 1, I want each of you to know I appreciate your service to this great country. Thanks for all you have done for me — keep America's Army strong! 🇺🇸

I am honored to have had the opportunity to work with the people who "provide the strength" for America's Army.

Change of command

The USAREC change of command from MG Alfonso E. Lenhardt to MG Mark R. Hamilton was held at Fort Knox, Ky., on Thursday, July 31, 1997. Before assuming USAREC command, MG Hamilton was the vice director for Force Structure, Resources and Assessment (J-8), The Joint Staff, Washington, DC. His bio can be found on page 2.

MG Lenhardt's retirement ceremony will be held at Fort McClellan, Ala., on Aug. 8, 1997.

BG James E. Shane, Jr., Deputy Commanding General (East), retires from active service on Aug. 1, 1997, in a ceremony at Fort Knox. BG Stephen R. Smith is the new DCG (East). His bio can also be found on page 2.

Additional incentive for 4th Quarter recruiting

Effective for the remainder of FY97, limited production station commanders (LPSCs) and recruiter trainers (RTs) will be placed on mission. The mission will be five volume contracts (excluding HAs) who ship in FY 97. The monthly breakout will be two contracts each in the months of August and September (one contract was the mission for July).

In addition, officers and [staff] NCOs currently not authorized to wear the basic recruiting badge will be allowed to do so if they provide at least one referral who contracts and ships in this FY. Authorization to wear the badge will continue as long as they are assigned to USAREC.

LPSCs and RTs who meet their assigned mission will receive a CG "Call to Action" certificate and a numbered coin from the CSM.

It's now or never. Without USAREC meeting its active duty accession mission, the Army cannot maintain end strength and, therefore, cannot provide the necessary readiness to our great nation. This massive responsibility is in your hands.

Good luck in this most serious undertaking.

Story ideas?

If you have any comments or suggestions for articles you would like to see in a future *Recruiter Journal*, call Kathleen Welker at 502-626-0167 or e-mail to: welkerk@usarec.army.mil.

VA publishes new Veterans handbook

WASHINGTON, D.C. (ARNEWS) — The latest edition of "Federal Benefits for Veterans and Dependents" is now available from the U.S. Government Printing Office.

Published by the Department of Veterans Affairs, the handbook has been revised to include changes in laws for 1997.

The 87-page handbook describes federal benefits for veterans and family members including medical care, education, disability compensation, pension, life insurance, home loan guaranty, vocational rehabilitation and burial assistance. It also outlines claims procedures and includes the latest information on changes in eligibility for VA medical care.

"Federal Benefits for Veterans and Dependents" sells for \$5.50 a copy, but is available free via the Internet at <http://www.va.gov/benefits.htm>.

Addresses and phone numbers of all VA benefits offices, medical centers, national cemeteries, counseling centers, and other VA facilities are listed.

To order, ask for GPO stock number 051-000-00212-1 from the Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-76954. To order with VISA or Mastercard call (202) 512-1800.

Additional Superstars

The following RA recruiters have been added to the list of USAREC Superstars that was published in last month's RJ:

Simmons, Allen K SFC

Evans, Preston Scott SGT

Davis, Jason Dean SSG

Gershen, Jeffery M SSG

Congratulations, all!

Poster program notes

By popular demand and a big assist from 5th Brigade A&PA, the "Lead the Way" adventure poster (97-4) will be fielded starting 31 July. This poster is in response to numerous requests from the field for posters showing more action. The poster features a Ranger Infantry NCO conducting a small boat movement along a river demonstrating the excitement and adventure inherent in

combat arms soldiering. The "Lead the Way" poster emphasizes the leadership aspects of Army service.

This poster does not replace any of the mandatory USAREC posters. It is intended as an area posting tool, and as such, has a space at the bottom for recruiters to localize it.

As a test, we're distributing the large (16" x 20") size poster only, and in greater numbers to allow recruiters more flexibility in usage. If this is positively received by the field, we may continue this practice on selected posters.

Distribution is as follows: 100 copies per brigade, battalion, and recruiting stations.

Comments and suggestions regarding this poster are encouraged and should be addressed on the feedback card provided. For questions about distribution or use of the poster, call CPT Muramoto at DSN 536-0151 or toll free 1-800-223-3735, extension 6-0151.

Desktop Schedulers

The desktop scheduler shipping started on July 16. The cover of this year's scheduler is designed to be used as a poster, and includes a wall calendar containing the 1997-98 school year.

Distribution of the 1997-98 Desktop Scheduler is as follows:

- 500 copies per brigade
- 1,500 per battalion
- 25 per authorized on-production recruiter

Battalions are reminded that their copies will be delivered in about 60 boxes (not palletized). Be sure to plan for storage or re-distribution arrangements accordingly.

Good prospecting at Soldier Show

The Soldier Show continues its swing across the country. Word has it these talented soldiers are playing before packed houses just about everywhere. The Soldier Show is a great opportunity for prospecting and DEP/COI events. To do so, you must start planning early. Each installation has its own way of attracting a crowd. Training installations may pack the house with trainees. Other posts will distribute tickets and others will simply open the doors for on a first-come, first-served basis. If our recruiters are going

to take advantage of this opportunity, early coordination with the installation Morale, Welfare, and Recreation is essential.

The installations visited by the show are under no obligation to provide us with reserved seats or tickets. The earlier the battalion APA contacts the post, the better our chances of obtaining support for our recruiters.

Reserve medical support

by LTG Ronald R. Blanck, Commander, USAMEDCOM

The Army depends heavily on its Reserve Component for medical support. About 70 percent of the Army's medical forces are in the Army Reserve or National Guard, a far higher percentage than either of our sister services. That's why the current shortage of physicians and dentists in our Reserve Component is so troubling to us. It negatively impacts our readiness to support America's soldiers during military operations, and that readiness is our primary mission.

During the Gulf War, we knew we had some problems that were unique to our Reserve Component, and that it was imperative for us to fix them. Several efforts over the past five or six years have improved some aspects of Reserve readiness.

For example, MEDCOM and Reserve Command (USARC) signed a memorandum of understanding that allowed closer interaction and support between reserve and active duty assets. The A/MEDD also established regional medical commands who are responsible for active/reserve integration in their respective geographical areas. Although these efforts have been successful in meeting their major objectives, we are continuing to have serious problems in other areas, most notably in manpower shortages for some skills.

The Army is suffering acute shortages of physicians and dentists in most Reserve units. For example, as of the end of May, there were only 1,519 physicians to fill 2,532 authorized slots in Reserve Component deployable hospitals. Only 48 percent of Individual Mobilization Augmentee Medical Corps slots are now filled. The picture is not quite as bleak for dentists with 545 dentists filling 682 positions. That means an average 43 percent shortfall for physicians in the Selected Reserve who are available to

meet a large medical contingency. Although the Individual Ready Reserve is available if there is a full mobilization, the Selected Reserve shortage is a serious deficiency that I am determined to fix.

The solution is not easy or quick. It requires a unified, coordinated effort with the USARC and the National Guard since Reserve Component units are in their chains of command. We also have to work closely with Recruiting Command, which has responsibility for all medical procurement missions.

It is a very complex set of challenges but we have already begun working on three partial remedies:

- 1) Increasing Health Professional Scholarships for physicians and dentists who agree to serve in reserve units,
- 2) Resolving conflicts between the way USAREC establishes its recruiting missions and actual manpower needs, and
- 3) Intensifying efforts to convince physicians and dentists leaving active duty to join reserve units.

None of these efforts alone will solve the problem, but if we do a good job in all three areas, we can make significant inroads in eliminating the acute shortages. Deploying a medical support force for America's soldiers during military operations is one of Army Medicine's core functions. We must find ways to get the skilled people we need to do that. Our soldiers deserve no less.

Health care survey sent

Selected patients of military outpatient clinics have an opportunity to influence health-care policies through a monthly survey being conducted for the Department of Defense Health Affairs office.

"The purpose of this survey is to provide medical treatment facility commanders and corporate leadership timely feedback from beneficiaries on how beneficiaries perceive their treatment," said LTC Joel Bales, program analyst in the managed-care policy office at the Office of The Army Surgeon General. "This will enable commanders to make management decisions to increase satisfaction of the beneficiaries."

The survey is being mailed each month to about 75,000 people, randomly identified from records of the

Composite Health Care System and Ambulatory Data System. Survey designers estimate it will take five to 10 minutes to answer the 17 multiple-choice questions.

Patients selected should receive the survey between 30 and 50 days after their clinic appointment and are asked to return their surveys within two weeks. The survey is administered by National Research Corporation (NRC), a sub-contractor for United HealthCare Corporation. The first questionnaires were mailed in March, addressed to patients who had clinic appointments in January. This initial survey had a response rate of 40.7 percent. After analysis of the process and results, monthly surveys began in May, covering April appointments.

Approximately 2,100 military clinics in the United States that see more than 200 outpatient visits per month are participating. Mental health, substance abuse and obstetric visits by minors are excluded. Medical treatment facilities (MTF) receive monthly reports, based on the previous three months of data. All written comments also are forwarded to the MTFs. Lead agents for TRICARE regions, service surgeons general and DoD Health Affairs receive quarterly reports. Results may be used to compare military MTFs to each other, to their own performance over time and to civilian facilities in their areas.

Civilian benchmarks will come from interviews NRC conducted with 130,000 enrollees in health maintenance organizations. Bales said commanders are discouraged from using survey information to rate health-care providers.

"In a Total Quality Management environment, this information is intended to identify necessary systemic changes and to recognize individual needs for customer focus training," he said. Paper reports do not identify individual providers, but raw data using Ambulatory Data Service appointment information will. DoD experts are reviewing plans to provide raw data to MTFs to ensure the use of this data complies with the Privacy Act.

Individual patients are not identified in any reports or release of survey information. After surveys and reminder cards are mailed each month, patient information beyond age group, sex and beneficiary category is deleted from the database.

by Jerry Harben, OTSG Public Affairs,

Achieving a Successful School Program

by SFC Robert M. Sullivan, Recruiter Management NCO

It's that time of year again and local high schools, colleges, and technical schools are getting ready to start a new school year/semester. It's also time for the greatest recruiting force in the free world to be the *first* (first to contact, first to contract) to show these young men and women the opportunities the Army has to offer.

As non-commissioned officers you need to lead these young men and women in a positive direction that will enable them to grow mentally and physically, and to achieve things that they thought could never be achieved. As an Army recruiter who represents the entire Army, you must always be very enthusiastic about telling the Army story. Remember, the first impression is a lasting impression.

Before walking into your local education centers this year, let's remember some very simple but very important things that will help you be successful in your schools. First, follow your USAREC Regulations 350-6 and 350-7, which give you guidelines to follow. In addition, there are four very important areas that are essential to success in your schools. They are:

- set goals;
- know your product;
- be a role model; and
- enjoy what you do and be motivated.



Set Goals

If you want to be successful at anything in life you have to set goals. First, determine what you want to achieve in your schools. It is very important your goals are realistic and achievable. Remember, what might work for one school might not work for another.

Researching the historical data on each of your schools will help determine your goals to some degree. Again, make sure you set attainable goals. A very important step in achieving your goals is by setting suspense dates. Without dates the goals you've set are virtually impossible to achieve. Once the suspense is set it is imperative you track your progression.

The planning guide is a very important tool for logging dates and keeping track of the progress of your goals. If you have a one-year goal, set four quarterly goals or twelve monthly goals. Even if you have weekly or daily goals make sure you abide by these. In a nutshell, stick to your dates,

track your progress, and give yourself a pat on the back when you've achieved them.

The planning guide is a very important tool.

Know Your Product

In order to be successful in any sales organization you must know the product from A to Z. Today's youth is very knowledgeable. They have been raised by the baby boomers and have been groomed to always ask questions and to beware of the "bad deal" they might get out there. To eliminate any negative and uncomfortable moments in your sales interview, become an expert at all the opportunities the Army has to offer these young men and women.

The last thing you want to happen is to sacrifice the rapport you've gained with your applicant. You spend valuable time establishing rapport, telling the Army story, telling your great Army experiences and then your applicant asks you that question pertaining to Army opportunities.

The last thing you want to happen is to sacrifice the rapport you've gained.

It's the question that causes you to respond with a blank stare or "Hold on, I'll be right back," as you go ask a fellow recruiter the answer. All of the sudden, because you are not proficient in your knowledge of all Army opportunities, you start to lose the trust and confidence of your applicant.

You must become knowledgeable in both RA and USAR opportunities. If you are an RA recruiter and your applicant decides that full time just isn't for him/her right now, you have the opportunity to talk USAR programs and the same for the USAR recruiter who runs into the same scenario. Remember, your recruiting station is no different than that team, squad, platoon or section you were in prior to becoming a recruiter.

Of course your recruiting station also has a USAR mission. If you are doing a school visit, both the RA and the USAR recruiter can work that school, especially your priority A schools. If you are doing a house call on an applicant who could go either RA or USAR, ask the USAR recruiter to come with you so that, no matter what, your station has picked up that contract. In order to accomplish the mission, no matter what kind of mission, you have to work as a team.

Some helpful tips to become more proficient in your product knowledge are:

- Use what you've learned in your own experiences in the Army.
- Acquire product knowledge from others. If you need help don't hesitate to ask a more experienced recruiter. They've been there, done that.
- Practice using your multi-media sales presentation to become comfortable with your product.

- Last, but certainly not least, read and know all of your USAREC regulations. You can kill two birds with one stone; it not only makes you proficient in product and regulation knowledge, but the regs will school you in the do's and don'ts of recruiting.

Be a Role Model

The young men and women in your schools today are searching for more positive role models than at any other time in the nations history. Because of the drastic increase in

Because of the drastic increase in drugs, gangs and teen pregnancy, the youths in your schools are looking for someone to set the example, to guide them and to be a positive role model.

drugs, gangs and teen pregnancy, the youths in your schools are looking for someone to set the example, to guide them and to be a positive role model.

Look at the impact that sports figures have on kids today, like Michael Jordan and Tiger Woods. Woods is making the sport of golf increasingly popular among our youth. A year ago more than 75 percent of our youths wouldn't even think about picking up a golf club.

You as a representative of the United States Army in your local schools have not only the opportunity but an obligation to be a very powerful role model that can make a difference in the lives of our young men and women. It is of the utmost importance that before you step foot on any school campus you look and act like a professional soldier. As the old saying goes, "The first impression is a lasting impression."

If you need a hair cut, ironed uniform, new ribbons, or even a breath mint, make it happen. One of the big reasons you get those contracts out of your schools is **you**. The way you look professional, act like a professional and presented the Army story in a professional manner is the reason why those young man and woman joined the Army.

Being a positive role model in your schools can bring you great success not only with the students but with the school faculty who can either make or break your school program. The school faculty knows each of the students personally and can help you in determining the needs of that applicant even before he or she sits down with you to discuss plans for the future in the Army. As General Joseph Lawton Collins (Division and Corps commander in World War II) said, "The American people rightly look to their military leaders not only to be skilled in the technical aspects of the profession of arms, but to be men of integrity."

Get Involved

It is of vital importance that every successful sales person be highly visible in his/her market. If you're not out there



shaking hands, kissing babies, giving out business cards and letting the people know who you are and what you have for them (telling the Army story), you can be sure that they're not going to buy your product and they're definitely not going to **trust** you enough to buy your product. Well, maybe kissing babies is just a bit over doing it but I'm sure you get the point.

Trust is one of the biggest factors why you get those contracts, and if you're not in your schools and in the communities getting that **face time**, your chances of being trusted are slim to none. Getting involved in your schools activities is a very important factor in being successful in recruiting and gaining that trust that will make life a whole lot easier for you.

Your school educators are an essential part in the success of your schools program. They can either make you or break you. They are the ones who get transcripts and other documents you need. They allow you to get on campus and it's very likely they are your only source for the junior and senior school lists or the lists for your local colleges or trade schools. So it is imperative that when these educators support your efforts, you recognize them for their support. Even if it's a thank you card or an Army pen or pencil, they will remember you for that kind gesture.

In addition to sending out thank you cards don't forget your educators' and COI's birthday and holiday cards. While your sending out those cards, don't forget your DEP members and their families. Go the extra mile and mail your **old** DEP members a birthday card to their house so Mom and Dad can mail it to them in the next care package they send their son or daughter.

The next thing you'll know the parents of your future DEP members from your school will trust you and think highly of you because they've heard about you from Sally or Johnny's parents. Another way

Do what the Army has trained all NCOs to do — that is, train and lead.

to be successful in your schools is supporting or become active in sports programs. You can make great gains at your recruiting efforts because sports is normally second to the education programs which we hope is first for the sake of those III-A contracts. Supporting the sports programs you can attend practices which will enable the participants in that particular sport to know your face and who you represent. Participating in sports activities can benefit you in two ways.

First, most of us have an interest or a talent in at least one particular sport. Most schools are almost always short on the coaching staff, and this gives you the opportunity to get involved in something you enjoy and also use what the Army has trained all NCOs to do, that is, train and lead.

Remember, these are students not soldiers, so don't be overly motivated, if you know what I mean. This will also help in ridding some of that unwanted stress that we all too often experience as recruiters. Second, this gives you the opportunity to get face-to-face with the team players and the coach who is part of the faculty which will help you in your recruiting efforts. Another way to support your schools sports program is to provide an honor guard for major sports events, like homecoming.

This not only makes the event more special but it shows everyone how important the school is to the Army. You should also see if it's possible to set up a booth at certain events. **WARNING:** Remember to always request permission before you do anything at your schools. Taking it upon yourself can result in destroying your rapport with the school.

Also, when involved in school activities there is nothing wrong with having your family there to enjoy those events. A happy recruiter makes for a happy family. Some additional things you can do outside your school to make you successful is visit your Chamber of Commerce and get to know them. It is not unusual to have a member of the Chamber of Commerce also on the Board of Education. You have to get involved in your schools to be successful and it is up to you how motivated you are at doing it. Be inventive and never hesitate to ask for help or ask what works for your fellow recruiters in their schools.

Enjoy what you do, and be motivated

An important key to success in recruiting is to enjoy what you're doing. It's obvious that anything you enjoy, you will do well. If you excel in football, basketball, soccer, or even chess, you obviously enjoy that sport. In the beginning, if

you can remember, you probably weren't very good at it but it still gave you that certain feeling of enjoyment to push you forward to excel.

Normally, in recruiting your first taste of enjoyment for the job is when you put your first man or woman in boots, and as you are bringing them home from the MEPS, they can't stop talking about the job they got. Of course, then you start telling all your old war stories and before you know it, both you and your new soldier are beaming with joy. Now that you've conquered the obstacles you faced

when putting in your first, second, or even third contract, there should be no stopping you.

For the times when it gets pretty rough to find a new soldier to put in boots, you have to kick in your self-motivation. This requires you to make a conscious effort to increase and continue to create new ways to make yourself successful. It also requires you to have a commitment as an NCO to be successful in what ever task you undertake.

To summarize, we discussed setting attainable goals, knowing your product both RA and USAR to make you and your station successful. We discussed being a role model and the importance of leading your young men and women to a satisfying career. Getting involved in your schools is where you make your big money because of the high visibility that you receive.

Last, but certainly not least, enjoy what you're doing and be motivated. Your schools are the foundation of your success because every young man and woman you talk to, test and enlist into the Army has at one time or another had to attend school. Remember, your senior market today is your grad market tomorrow. If you don't penetrate your schools it is inevitable your success rate for enlisting both seniors and grads is going to be slim to none.

You have the potential to be the very best, but you must adjust your way of thinking and your attitudes. You are the only one who can determine whether you succeed or fail.

The Army's motto "Be All You Can Be" just wasn't designed to be printed on banners, RPIs, and bumper stickers. It's a way of life that both military and civilians should live by to be as successful as they can possibly be.



Post-Secondary Recruiting

by William Kunisch, Recruiting Operations

Once again this command is standing at the beginning of a new school year. Accomplishing the recruiting mission for fiscal year 1998 will ultimately depend on how well recruiters are mentally and physically prepared for the school year. Recruiters allocate most of their effort and resources into preparing for the secondary school market. This effort often is at the expense of developing an effective recruiting plan for the post-secondary schools.

When developing school plans, recruiters should not neglect post-secondary schools. Colleges and vocational technical schools offer an obvious pool of candidates for the Reserve recruiter, but they also hold great potential for regular Army recruiters who take the time and trouble to learn how to fit into a campus in a non-threatening way. College officials do not want to see recruiters encouraging students to drop out of college. They are, however, encouraged with individuals who help students find a way to finance their education. Active duty recruiters should team up with Reserve recruiters; this is one market where both recruiters can work well together.

To assist you in developing a recruiting plan and strategy, recruiters should become familiar with USAREC Regulation 601-104, post-secondary Schools Recruiting Program. This regulation which was written only last year is now

Above all, recruiters should remember to advertise the increased offers of \$40,000 for the Army College Fund and the \$65,000 Loan Repayment Program. These offers, plus the increased enlistment bonus, were not available most of last school year.



printed in the Recruiting Station Operations Update. The regulation contains four appendixes which provide guidance on how to competently work the post-secondary schools. Appendix B lists a number of advertising and marketing tools that are appropriate for this market. This list includes RPIs and posters, which should be left in the student center and other prominent places where students often congregate. Public service announcements are also available which college radio stations may agree to air. There are also ads that can be placed in the student newspapers.

Everyone knows the cost of a college education is expensive and that the yearly increase consistently exceeds the annual rate of inflation. A recent report from the General Accounting Office shows that the share of income going for college in-state tuition, though it varies from state to state, takes up an increasing amount of a family's income. Where 15 years ago it required only 4.5 percent of the median household income to pay for college, it has risen sharply to almost 9 percent to pay these costs. The Army's strongest selling point still remains its great education benefits. Recruiters must get that point across to educators and students.

Appendix E of the regulation offers some guidance on recruiting in the post-secondary market. To summarize this appendix there are five lessons that apply to post-secondary recruiting.

- One, visit the campus and pick up the college catalog which contains information about the academic calendar for the school year, and also contains a listing of the major programs of study. If you are familiar




those schools that participate in the Concurrent Admissions Program (CONAP). They should make it a practice of visiting the CONAP point of contacts at regular intervals. They are familiar with some of the Army programs and may be willing to answer any questions you may have about the campus. Also ask the CONAP point of contact to assist you in developing further contacts at the school.

with the majors, you will be able to target certain Reserve MOSs.

- **Two**, introduce yourself to and talk with college personnel. Also drop off literature at five offices: counseling office and academic advisor, registrar or whoever disenrolls students, financial aid office, job placement office, and veterans affairs office. Reserve recruiters should also leave a copy of the USAR Job Vacancy Report at the last three offices. The Job Vacancy Report can serve as a want ad, but most of all it will generate leads.
- **Three**, focus on the freshman class. They will have the largest drop out rate. Many of these students are uncertain of their future. They often lack both the direction and the funds to fully pursue their education.
- **Four**, review the catalog and focus on times when students are most likely to consider leaving school. Look for the last date when students can withdraw and receive a refund, usually during the 6th week; the last date when students can withdraw without academic penalty, the 11th week; and after the quarter or semester ends.
- **Five**, through school officials, coordinate a time (weekly or monthly) and place to visit the campus and set up an information table. Publish the schedule and ensure that the schedule is kept. You may not talk to many students the first few months, but as the semester progresses more students will talk with you about their future and what the Army has to offer.

Visiting the school campus should be done prior to the start of school year. Recruiters should take advantage of

This past spring, the recruiting services gained an added advantage that they did not have previously. This advantage, known as the Solomon Amendment, will withhold certain federal funds from those post-secondary schools that bar access to military recruiting on their campus and most post-secondary schools that do not provide student directory information to the recruiting services. The Department of Defense published the interim rule for the implementation of this amendment in April 1997. The final rule and the DoD Directive will be published this fall. The command will provide the recruiters with more information as it becomes available. In the meantime, however, recruiters can request student directory information from post-secondary schools. Coordinate with registrars as to when the student directory information will be available. All schools are aware of this amendment and the American Association of Collegiate Registrars and Admission Officers is instructing them on how to comply with this amendment.

If recruiters effectively work the post-secondary schools by providing information and talking to students about the Army, they then can enlist more students when they do decide to drop out, whether for academic, financial or personal reasons. Statistics indicate that one quarter of the freshmen in private colleges, together with 44.3 percent of first year community college students, drop out or fail to return for their second year. In FY 96, only 7.4 percent of the individuals enlisting in the Army had 15 semester hours of college or more and as of May 1997, 8.6 percent of the enlistees were post-secondary students. Even though recruiters may not see immediate results, they cannot allow themselves to overlook the post-secondary schools. Remember hi-grad prospects dominate this market. 



“Take Charge!” Program kicks off this school year

by Tina M. Meek, Program Manager

Recruiting personnel will encourage youth to take charge of their lives and stay in school, stay off drugs and plan for life through our national “Take Charge!” Program, which launches this fall in schools and communities throughout the country.

“Take Charge!” encompasses Recruiting Command’s revitalized “Stay in School/Stay off Drugs” and “Planning for Life Recognition” programs. Planning for Life, which began in 1994, recognizes educators for developing and providing outstanding career planning programs for students.

This national campaign is part of our ongoing commitment to serve as a partner in education and provide public services to America’s schools and communities. “Take Charge!” also provides opportunities for recruiters to go to schools to deliver program materials, volunteer to make presentations, serve as role models and mentors to youth, and to continue building relationships with educators in their areas.

A national kickoff of the program via news conference is planned during “America Goes Back to School Week,” Sept. 7-13. Brigades and battalions are encouraged to localize and publicize the “Take Charge!” Program throughout the year

USAREC’s national “Take Charge!” Program launches this fall in schools and communities throughout the country.

with events, proclamations, partnerships and activities appropriate to their areas.

To further promote our program and its messages, radio public service announcements (PSAs) will be provided to brigade and battalion advertising and public affairs offices to distribute to local radio stations.


An educators’ briefing is also being sent to brigades and battalions for BLTs and CLTs to promote the program to educators.

In targeting “Take Charge! Stay in School, Stay off Drugs and Planning for Life” messages to students, the following program materials are being developed and will be distributed to the field prior to the school year.

“Take Charge!” Video, which is an update of the previous “Do It For Yourself” video of 1992. The video maintains the same discussion session on teen issues, but features a new celebrity introduction and closing by Dan O’Brien, 1996 Olympic Decathlon Gold Medalist.

- **“Take Charge!” Discussion Guide** accompanies the video and provides questions to help presenters prompt students to talk about issues that cause youths to drop out of school. Those issues include drug and alcohol abuse, teen pregnancy, peer pressure and quitting school to work full time.
- **Mentorship Packet** is a reference guide for recruiters to better explain and offer tips on role modeling, mentoring and issues facing today’s teenagers.
- **Educators’ Briefing** for BLTs and CLTs to promote the program to educators.
- **Bookcovers, posters, and mouse pads** featuring the Golden Knights and carrying the “Take Charge!” messages.
- **Stickers** with the “Take Charge!” logo.

To continue encouraging and recognizing educators in helping youth plan for their future, recruiters will offer Planning for Life Program materials to school counselors in late fall. Planning for Life materials include:

- **Planning for Life Program Guidebook** which has the application and explains the recognition program and application procedures.
- **Planning for Life Compendium** which outlines outstanding career planning programs recognized by Recruiting Command. 

Start planning now for “America Goes Back to School Week,” Sept. 7-13.

A Profile of the College Prospect

by Research and Plans Division, Program Analysis and Evaluation Directorate

You've been told to go out and enlist some people who have come college under their belts. "Where do I find them?" you wonder. "Are they any different than the kids I normally prospect for? What interests them?" That's where we can help, so keep reading.

First, we need to look at where the college prospect is located in the country with respect to our other accessions. Then we'll build a detailed profile of the college prospect by looking at their attitudes and behavior. We will conclude with how you recruit the college prospect using this profile.

The bottom line is that a college applicant has a significantly different attitude than a prospect still in high school, or a graduate in the job market and not interested in college. Much of our research points to a typical negatively propensed youth attitude that thinks: "The Army is good, but only for those who need it." No statement could better describe the college prospect. However, all is not lost. There are some interesting things about the college prospect that you can exploit to help bring them into the Army. Before we get into details about the college profile, let's look at some of the demographics of the college prospect.

Prospect demographics

Contracted Army applicants have normally been described in terms of their demographic makeup. Applicants are normally single, white males with a high school diploma and a test score category (TSC) of I-III A. Now with the new technology of lifestyle segmentation, applicants can be described in new ways. The lifestyle segment is based on the applicant's household. The typical applicant household is described as blue collar, lower income, rural families with multiple children. This same analysis can be applied to the college market.

An important part of the study of any group's lifestyle is the identification of that group's core lifestyle segments. A lifestyle segment is considered as a core segment if:

- It constitutes a large portion of the pool of applicants.
- It is better "penetrated" than normal.

The core segments for the normal Army applicant constitute approximately 55 percent of

all Army applicants. The remaining 45 percent is a hodgepodge of other lifestyles. It is the set of core segments that describe a given group.

In this study the applicants with 15 semester hours or more of college were segregated from the group of all applicants for FY 94-96. Then the two subsets were compared to determine any similarities and/or differences in terms of lifestyles. Below is a Venn diagram depicting this relationship.

The circle on the left contains the segment numbers for the segments that qualified as core segments. It is important to note here that these exact same segments are also core segments for the normal Army applicant. The circle on the right indicates the core segments for the Army applicants who had at least 15 semester hours of college credit.

The overlap of the two circles indicates the similarities between the two groups. The overlap accounts for 75 percent of the applicants falling into core segments. The two lone segments at the far right of the right circle represent segments that do not share the same lifestyles of non-college applicants. However, it is important to note that these two segments represent only 25 percent of the cores segments

Core Segment Comparison
FY 94-96

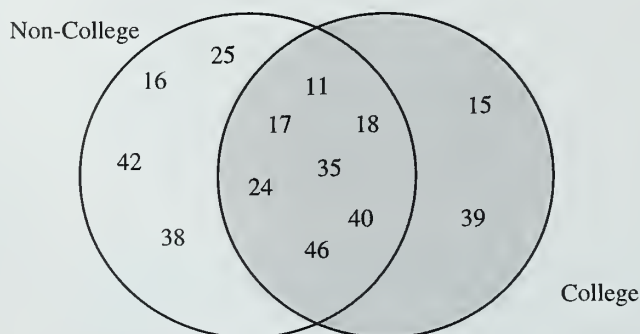


Figure 1.

Contract Volume Comparison FY 94-96

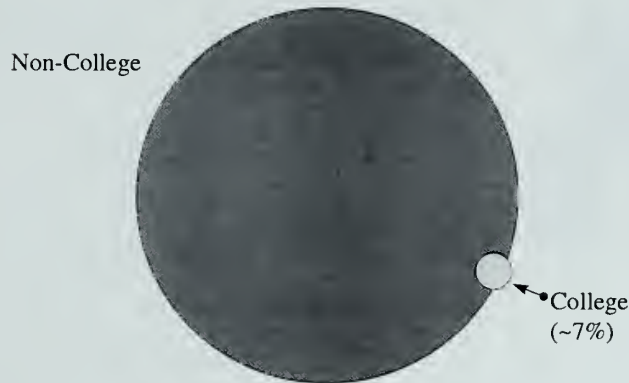


Figure 2.

for college applicants, and only 9.5 percent of all college applicants. By far, the typical college applicant is similar to the typical non-college applicant.

Figure 1 does a good job of showing similarities and differences among college and non-college applicants. What it fails to do is show the magnitude of the differences. It is easy to see in Figure 2 that the college applicant is the proverbial small fish in a large pond. As indicated, college applicants account for just under 7 percent of all applicants in FY 94-96.

What does all this tell us about the college applicant? The typical college applicant is very similar to the non-college applicant in terms of the lifestyle of the household in which he/she was raised. The college applicant will be a little older (24-year average age versus 20-year average age for non-college applicants). This conclusion is not unrealistic considering the fact that these profiles are developed in consideration of the type of household from which the applicant came. The college applicants are taking these core values with them to college.

The remaining question is the penetration rate of the college market. Figure 3 (below) contains a map depicting the college enrollment by state, and the number of college contracts written in FY 94-96.

Each of the ranges of the map are equally spread in fourths. In a perfect world, all the deep green states will have a dark red soldier. In the above map, we can see that this is the case. In fact, all states are producing as expected or better.

Conclusion: In terms of lifestyle segmentation, the college market is very similar to the non-college market. The college applicants account for approximately 7 percent of all Army contracts.

Profiles

Next we'll build profiles of the college prospect; these profiles will help you to better understand the college youth.

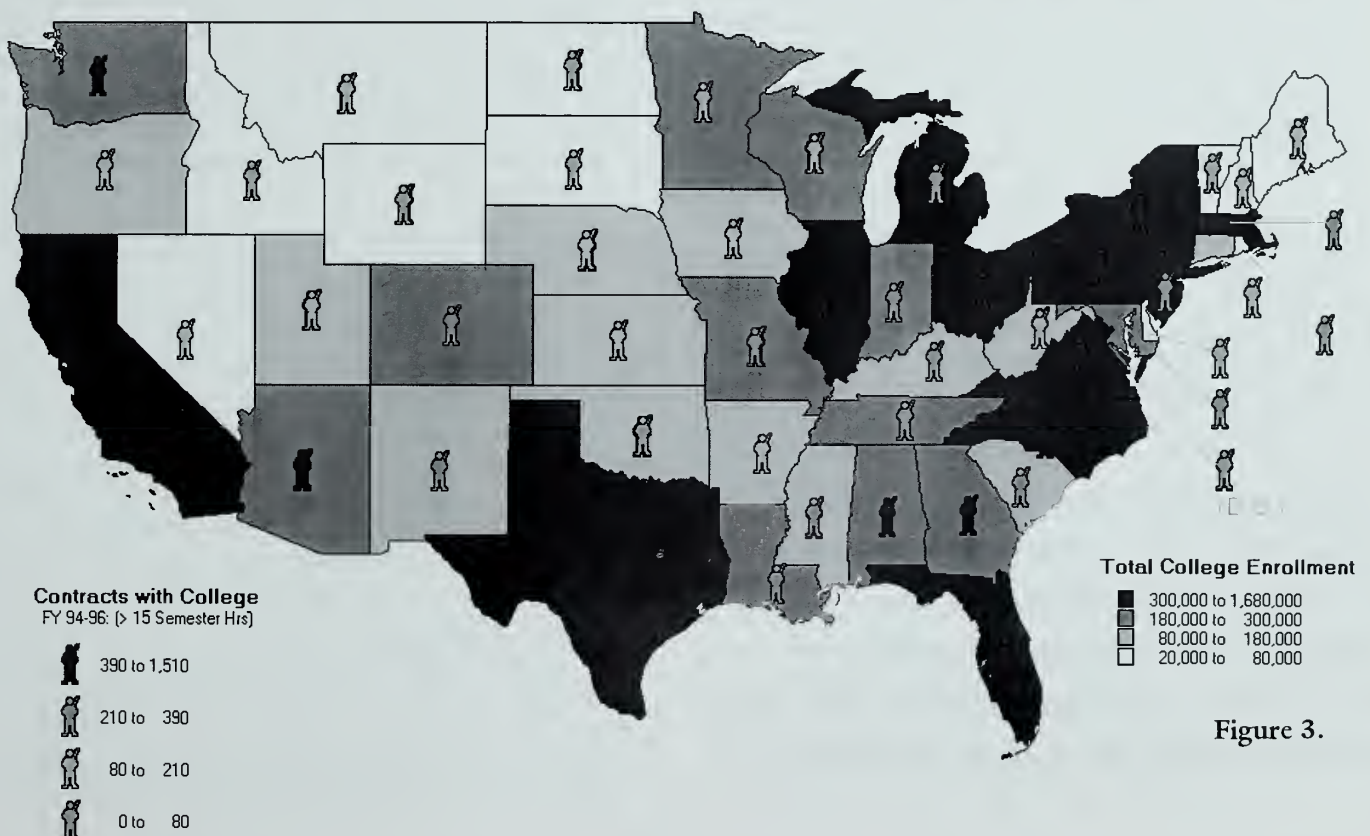


Figure 3.

How did you have your first contact with an Army Recruiter?

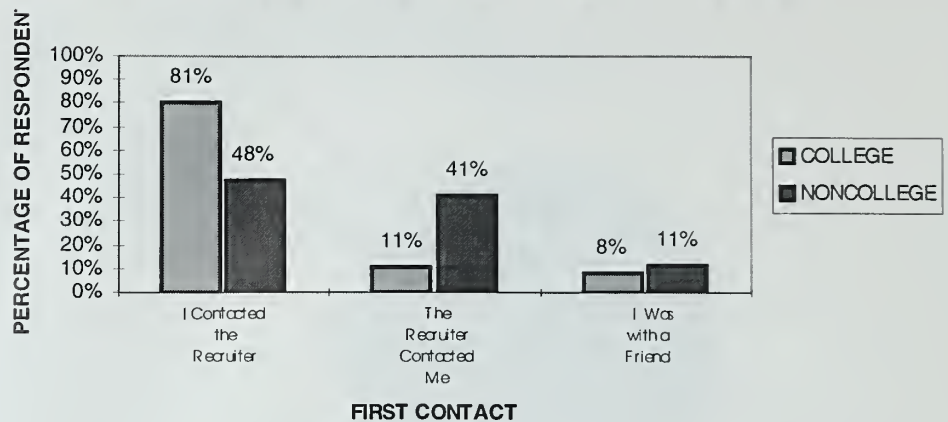


Figure 4.

The profile has been assembled from data provided by the Youth Attitude Tracking Study (YATS), New Recruit Survey (NRS), and demographic data bases.

YATS is an annual survey of prime market youth aged 16-24. The NRS is a survey we mail to new recruits about two months after they sign a contract.

How do you find a college prospect?

There is really no difference in the demographic profiles of a college or non-college youth. The key to finding them in your area is to follow the steps outlined in USAREC Regulation 601-104 and described in Bill Kunish's article on **Post-Secondary Recruiting** on page 9. An interesting point came out of our New Recruit Survey analysis. The FY 97 survey results show that 81 percent of college recruits contacted the recruiter first (Figure 4). Of that 81 percent, 36 percent of them phoned the recruiter. A striking difference is in first contacts. Almost one-half of the non-college recruits were contacted by the recruiter first, as opposed to one-tenth of the college recruits. The college recruit is more inclined to seek the recruiter out to talk about enlisting. This brings up a very interesting point. The college youth we have recruited think they *need* the Army, and are willing to find a recruiter when in that need. Therefore, positioning your Recruiting Publicity Items (RPI) is critical. You need to position RPIs in locations where the college prospect has a high likelihood of finding them, and subsequently you, when they need you.

What interests them?

The overwhelming characteristic of college recruits is their strong focus on their *future*. You have to remember that since they have been in college, they will want to focus on a future career path that will allow them to use their education to their advantage.

Their main desire is to learn a trade or skill(s) that will make them highly marketable and be in a career of their

choice. To this end, and contrary to popular belief, many of them wish to discipline themselves. Also, the career has to be one that is mentally challenging.

Another big area of great concern to the college prospect is money. The college youth does not readily identify the Army as a place to earn a good income. They don't consider that in addition to monetary incentives the Army offers a largely disposable income, since the Army provides meals, clothing, and housing.

We have recently completed a study of how prime market youth trade off MOS, incentives, and term of service. The study shows that, for college youth, the dominant factor in their choice behavior is the type of job or MOS. The incentives or term of service really did not influence their decision. However, if a college prospect approaches you, the incentives are effective for cultivating interest and bringing them farther in the sales process. Analysis of choice behavior in the prime market shows the Army College Fund and enlistment bonus are most popular followed by the Loan Repayment Program.

What makes them lose interest in the Army?

There are three barriers for college youth: military lifestyle, influencers, and time commitment. The college group is notorious for their dislike of the military life style; but, this statement is too broad since Hispanic men and African-American women don't find the military lifestyle all that distasteful. Contrary to Hispanic men, Hispanic women have a very strong dislike of the military lifestyle. This fact, coupled with a desire for personal freedom, can make for a difficult sale. Remember, most of the youth really have no realistic idea what the military lifestyle is; they perceive it to be bad because of what they see in the media and movies.

Since the college group is older than high-school applicants, many are married or feel stronger ties to family and friends. Twenty-six percent of the FY 97 new recruits have at least one dependent. According to the New Recruit Survey results, the recruiter must first persuade the spouse to sell a college prospect on the Army. A significantly higher

The overwhelming characteristic of college recruits is their strong focus on their future. Since they have been in college, they will want to focus on a future career path that will allow them to use their education to their advantage.

Who was the MOST supportive of, or influential in, your decision to join the Army?

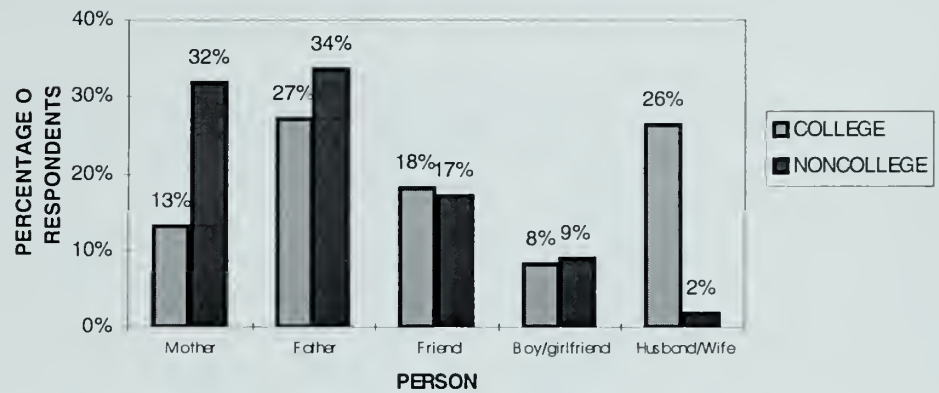


Figure 5.

percentage of college recruits said that their husband or wife was the most influential (Figure 5). In contrast, the mother for a non-college recruit is almost three times as influential as the college recruit's mother. This data suggests that the recruiter should focus on the family benefits to sell the Army to a college prospect.

According to YATS, white women with some college also feel a strong need for parental approval and guidance for any choices they make. Given the recent sexual harassment events, and the severe impact on influencers, reaching the white female with college will be difficult. Men in the YATS sample feel that a 2-, 3-, or 4-year commitment is too long and will sidetrack them from their chosen or desired career. The perception is that they will get behind their peers and not catch up to them.

So what?

The most important question of this report is, "So what?" Given the profile we outlined above, this section will tell you how to use the information to your advantage. Remember the typical college youth will be hard to find, and not have much interest in the Army. The ones we get are the ones who need something from us.

It is very important that you position your RPIs in places like the financial aid office, student union, bookstore, or the registrar's office so they can find you when they want you. The page 9 article on post-secondary recruiting provides more detail on potential locations. Keep in mind there are grad prospects who have some college, but are no longer in school. As you encounter these youths and talk to them, remember these profiles are still valid.

When you talk with a college prospect, you have to convince them an enlistment in the Army is an investment in their future for the following reasons:

Leadership/discipline. The Army will teach the kind of discipline and self-assurance they can't get anywhere else. They will be put in positions of leadership and learn management skills that their office bound colleagues will not be exposed to in their first jobs. They will learn the kind of intangible skills that point towards lifetime career success. This is evidenced by the Economic Returns to Military Service study that shows lifetime earnings of military veterans exceed the earnings of nonveterans. The kind of challenge they will face will certainly make them use their minds. Counter their negative images of the military lifestyle with facts about how it really is. Many think we go around doing push-ups all day long.


Benefits. The college youth are interested in money. Begin discussions of pay by pointing out that the salary they

bring home, after taxes, is 100 percent disposable income. The Army will provide uniforms, a place to live which is comparable to dormitory rooms, and three meals a day. They can save, or blow, all of the money they earn in a month and continue to live and work just fine. Mention other benefits like health care and the close-knit military community to prospects with dependents.

Incentives. The prospect's personal situation will influence which type of incentive they are most interested in, but remember the type of job they can get is their biggest concern. A person who is leaving college because of financial reasons, but wants to continue college in the future, may be interested in the college fund. The person who is leaving with large debt and loans will be interested in loan repayment. The prospect who did not succeed at school, or is just sick of it, will be more likely interested in the enlistment bonus.

The key to success with college prospects is to remember they are different. They are hard to reach, unless they find you. The ones you talk with probably don't think the Army has anything to offer them. You need to show them that the Army has things to meet their needs.

The college youths have been independent of their parents, and are capable of taking care of themselves. They have a more realistic outlook on life than the other segments of our youth market and know what they want out of life. Using the right approach when talking to them will help get you in the door.

The sole purpose of this article is to provide market intelligence information to help you in the field. The PAE analysts who contributed to this article are Claudia Beach, Rich Graham, CPT Chris Hill, CPT Rodney Roederer, and CPT John Jessup. If you have suggestions or comments about how to improve this information, please contact CPT Chris Hill at (502) 626-0338, or e-mail at hillec@usarec.army.mil. 

All "The Way I See It" forms received by the USAREC Chief of Staff are handled promptly. Those that are signed and include a phone number will receive a phone call within 48 hours of receipt. Those with addresses will receive a written response approximately three weeks from receipt.

A recruiter writes:

Can anyone tell me the purpose of the education specialists at the recruiting battalions? I mean since I have been in USAREC I haven't seen one instance of the education specialist having helped in the recruiting process. For example, I have an applicant who graduated from high school and a 2-year college from a foreign country who wants to join the Army in the worst way. Now I've exhausted all means of trying to get the person qualified in a timely manner (within the RSM), so as a last resort I call on the service of the education specialist and he was of no help to me. The Way I See It, is that the education specialist should have the means and the power to evaluate and give the correct paperwork to put this person in the Army. This would save the recruiter a lot of time and headache if the education specialist could handle foreign credentials. I mean we're talking about a GMA high grad and as we all know they do not grow on trees.

Chief of Staff responds:

Since the implementation of the three-tier education policy in 1987, the role of the Education Services Specialist (ESS) has expanded in the operational arena to include: individual tier evaluations, on-site visits to all non-public and public high schools, and non-public adult and alternative high schools, and verification of education documents (packet checks). However, the duties of the Education Services Specialist do not include evaluation of foreign credentials at battalion level. The ESS does not have the authority or the resources available to perform this complex function. The following information is provided as guidance for foreign credential evaluations.

The first step when receiving a foreign credential is to contact battalion operations or the Education Services

Specialist for advice and guidance on how to get a foreign credential evaluated.

Department of the Army (DA) policy for evaluating foreign credentials is outlined in AR 601-210, 2-7(h). Applicants completing high school or having college credits from foreign colleges or universities must have their documents evaluated and accredited by one of the following:

- A state board of education, a state university or recognized university or college listed in the Accredited Institutions of Post-Secondary Education book published by the American Council on Education (ACE).
- Any organization which is a member of the National Association of Credential Evaluation Service (NACES).

Many times the evaluation of a foreign education credential involves a translation of transcripts and other documentation. Members of NACES have the resources and expertise to translate and evaluate foreign documents. These organizations are set up to perform this service on a national level and receive documents and transcripts worldwide. Accredited post-secondary institutions must evaluate the credentials of students from foreign countries. Registrar and admissions offices assess thousands of transcripts and applications, and the language departments assist in the translation of most foreign documents. These educational institutions have the resources and knowledge to evaluate and validate foreign education credentials. The state board of education, which evaluates teaching credentials and teacher certification, also has the resources and expertise to evaluate foreign education documents.

The NACES is comprised of twelve independent evaluation services located throughout the United States. Usually foreign transcripts and other documentation are forwarded to these private evaluators, at a cost to the applicant. A listing of NACES members can be obtained by contacting battalion operations or the ESS.

There are over 4,600 degree granting schools listed in the Accredited Institutions of Post-Secondary Education book. Most of these colleges and universities (2,855) possess regional accreditation and have the resources available to translate and evaluate foreign credentials. Post-secondary institutions that have a good working relationship with local recruiters will perform this service at no cost. Most foreign credentials that are evaluated to determine education enlistment eligibility are completed by accredited post-secondary institutions. The availability of this service and the procedures used to evaluate the credential are usually the result of good rapport and a strong college recruiting program at the station/company level.

The state board of education usually co-exists or is located within the state department of education. Although the state department of education has the resources and is within DA policy to perform this service, very few foreign evaluations are done at this level.

The DA policy regarding evaluation of foreign education credentials is specific and includes only those options previously mentioned. The policy is clear, justifiable, and adds to the legitimacy of the credential. Evaluations completed by outside sources (honest brokers) who have the expertise, knowledge, and resources, add validity and reliability to the document.

On the doorstep, with TAIR

by Tom Tiernan, USAREC A&PA TAIR Manager

“The class of 1998 will be ours, but only if we start to plant the seeds now. We cannot wait and allow our competition to be at their doors before us; we must take the mission to the doorstep of every possible prospect and get an edge with our incentives and the benefits of an Army enlistment.”

That was the challenge issued by the commanding general in his monthly column for May. It's a big challenge, but with the help of the most powerful force on earth it is a challenge you can meet.

The Total Army Involvement in Recruiting (TAIR) program puts the support of the entire Army behind you. It is designed to provide the soldiers and equipment needed to tell the Army story to prospects and their influencers. It can help carry the mission not only to the Class of 1998's doorsteps, but also into their schools and communities.

Used effectively, TAIR events can help you generate leads, penetrate schools and build strong schools programs, develop centers of influence, reinforce the sale for Delayed Entry Program members, and plant the seed. The key to success is knowing how and where to employ Army assets. For the program to be effective you must work with your battalion Advertising and Public Affairs (A&PA) TAIR coordinator to target these resources where they will produce the best results.

Military occupational specialty (MOS) skill clinics are the most effective TAIR assets available. Not only do they generate large numbers of leads, these clinics allow students direct and personal contact with a soldier other than the recruiter. Because TAIR presenters are generally 19- and 20-year-old specialists and sergeants, these “non-recruiters” have tremendous credibility as students can more easily relate to them.

Generally conducted in classrooms, the clinics provide students an opportunity for one-on-one interaction with team members. This encourages students to ask questions they might be too embarrassed to ask in a larger setting.

The skill teams are walking, talking and breathing advertisements right in the classroom. They allow students to see them-

Because TAIR presenters are generally 19- and 20-year-old specialists and sergeants, these “non-recruiters” have tremendous credibility; students can more easily relate to them.



MP dog demonstrations are popular TAIR assets. (Photo by Emily D. Gockley)

selves as soldiers. They help dispel the belief among many young people that only losers enlist and they promote the benefits of an Army enlistment.

The variety of skill clinics available gives you more opportunities to penetrate the school market and to reach into classes where the elusive III-A can be found.

The use of TAIR assets should be spread out throughout the school to ensure that as many students as possible are exposed to the Army and to help develop relationships with as many teachers, counselors, and administrators as possible. This also showcases the wide variety of training opportunities available in the Army.

Other TAIR events such as sports clinics, band concerts and clinics, ceremonial and demonstration units such as Rangers, the Army Drill Team and the Old Guard Fife and Drum Corps, equipment displays and installation tours can also be effective

when used properly.

Through the World Class Athlete (WCAP) and All-Army Sports programs, you can obtain soldier-athletes in a variety of sports to conduct clinics in your schools and communities. These athletes, who compete in national, international and Olympic competition, can also discuss life in the Army as soldiers.

Bands are one of the most popular TAIR assets, although they are low-lead producers and very expensive. Smaller groups such as rock combos and country-western groups are less costly and more effective than stage and concert bands. Students packed into an auditorium or gym to listen to military or classic music often become bored, no matter how well the group performs. Groups which perform music popular in that area are better received by students, making them more receptive to the Army message.

Concerts should not be the sole purpose of a band visit to a school, however. Groups should also conduct skill clinics in either band or music classes. This allows students more personal contact

with band members and a greater opportunity to learn about Army programs.

Ceremonial units or demonstration teams such as the Rangers, or Army Drill Team should not be limited to school assemblies. When possible, arrange for members of the groups to speak in individual classes, to allow for personal interaction.

These units are also good for community activities such as fairs, festivals, air shows, open houses, and sporting events. It is more effective, however, to bring them into your area a day or two in advance to perform at schools and then do the public event. This will not only generate more leads for you, but also help develop greater awareness in the community about Army programs.

In addition to school and public events, TAIR assets should also be used at appropriate civic and youth organizations such as the Boy Scouts, Explorers, and church youth groups. This provides you greater opportunities to tell the Army story.

Obtaining TAIR support is as easy as calling the battalion TAIR coordinator in the A&PA shop. They have the contacts and understand the procedures installations and Army Reserve and National Guard units require to obtain support for recruiters. They can assist you in creating a TAIR program that meets your needs. More importantly, they control the money used to bring TAIR assets to the battalion area. Although it may appear quicker and easier to call a friend at your last installation, don't.

The battalion A&PA staff can also assist in arranging media coverage which is essential to maximizing the value of your TAIR event, including print interviews and appearances on local television and radio stations. Don't forget to invite the school newspapers and student television to participate.

A well-executed media plan allows you to reach prospects in their homes and schools, before, during, and after the TAIR event.

A successful TAIR program is a partnership between you, the battalion TAIR coordinator, and the Army. Recruiting Command Regulation 601-85 outlines your role in TAIR events, including the distribution and collection of Recruiter Publicity Item (RPI) 954, the all-purpose mailback card. That's how you collect your leads. There's also a presentation outline to follow for each event.

The Army Chief of Staff, GEN Dennis J. Reimer, recently wrote to major Army command leaders saying: "To meet the challenges of the 21st century, our Army must have a quality force composed of our nation's finest men and women. While primary responsibility for recruiting this quality force falls on the shoulders of the outstanding men and women of the US Army Recruiting Command, each of us is tasked to support the accomplishment of that mission.

"The Total Army Involvement in Recruiting (TAIR) program is designed to provide our recruiting force with one of the tools they need to succeed in an increasingly challenging market — Army personnel and equipment to demonstrate the Army story and reach prospects and influencers. Providing these resources is a critical and essential mission of every installation, unit, soldier, and civilian employee."

The TAIR program has full support of the Total Army. It is there for you to use to take the battle for the Class of 1998 to their doorsteps, schools and communities.

A successful TAIR program is a partnership between you, the battalion TAIR coordinator, and the Army.

Target your audience

Story and photos by Helen Elrod, Chicago Bn A&PA

Students poured in. Snickers, laughs, and jokes rang through the small, dimly lit auditorium as authority figures tried to control the mass.

"You sit here . . . no, you have to sit over there with the rest of your class," a teacher firmly directed. The sly grins and shrugs

At right, SFC Balasa introduces the TAIR team to a high school audience. TAIR teams help tell the Army story.



As a Special Forces TAIR asset, SFC Korenoski made a dynamic presentation.



exchanged between cohorts communicated their attitude louder than the words they spoke, “Hey, this is better than being in class.”

As the audience settled, a false hush draped over the assembly.

Turning a milling mass of teenagers into attentive young adults interested in the Army is only one challenge recruiters face.

One way the Army sparks curiosity is TAIR teams, or Total Army Involvement Recruiting teams.

“I use the teams to get into the hard schools and present the Army in a different light,” explained SFC James E. Balasa, a recruiter from Lyons Recruiting Station. “It’s hard to judge the results of using the teams in this way because the results may not be immediate.” The schools may not instantly change their stance on allowing recruiters into the schools, but “down the road you may be able to reap the benefits.”

Counting the number of leads generated as a result of the TAIR teams is the most objective way to evaluate effectiveness.

“I bring the Army to the people through the use of teams,” Balasa continued. There is such a variety of teams the Army uses that it’s like bringing a small chunk of military life into the schools. The Special Forces team that was here in April logged 11 high schools and two colleges with a total audience of 559 people with 258 leads.

“The last team did an outstanding job,” Balasa said. “They brought the Army to the students by relaying their personal experiences.” SFC Dan E. Bell and SSG James J. Korenoski, both of Special Forces, recounted their personal experiences. What seemed to make their presentation so powerful was a combination of their honest dedication to the Army and the differences in why they chose and continue with the Army.

“They both came in for different reasons, but both fulfilled their dreams in the Army,” outlined Balasa.

They talked to the young adults at their level, talking about life in the Army in such a way that the students could relate to it. They hit on topics that triggered their need for excitement but also drilling in the long-term wisdom of going into the Army.

Talking about the fun, the travel, and the camaraderie, the team pulled the disinterested teens into the world of the Army, eliciting “ohhhs” and “yeahhhs.” Once hooked, the teenagers listened intently and asked questions.

“I wanted to live the military life-style,” shared Bell. “I wanted to do it for a lot of reasons including civic duty.” Later Bell recounted how he was an Air Force brat and how civilian life didn’t “charge him up.” He craved something more, something that, in his eyes, had substance, meaning, and a purpose – the Army.

Travel, a typical aspect of the military mission, adds a zesty flavor of glamour to the theme. “I’m either in a foreign country eating their food, or if in my own country I’m in a hotel,” smiled Korenoski, hinting at tall tales best not repeated.

The thought of living dangerously, living on the edge, appealed to the young men and women alike. But, the Army is more than just a good time. It’s an opportunity. It’s a business transaction with the individual gaining just as much, if not more, than the Army.

“How many of you have been offered \$40,000 for college by a company?” boldly questioned Korenoski. “Said they’ll give you a month of vacation time? Pay you to learn a skill you can carry with you the rest of your life?” One hand shot up. “Great, I’m happy for you. What company?” he probed.

Snickers and laughter erupted once again, as the young heckler with tipped head admitted, “None.”

“But, it sounds good doesn’t it?” pressed the blonde sergeant dressed sharply in desert BDUs. “If I was dressed in a business suit and offered you all of this plus a career, would you be so quick to reject it? No.” The room echoed his answer with heads bobbing in agreement.

“I use the teams to get into the hard schools and present the Army in a different light.”

— SFC James E. Balasa

Korenoski reinforced what had been suggested throughout the presentation, “Keep an open mind. Leave your options open.” This “imagine if you” will approach opened many eyes. It admonished gently for judging a book by its cover and without seeing its depth and potential. It caused reflection.

“I wanted to make it in the world on my own,” Korenoski explained quietly away from the departing fans. “My family owns a trucking company, but I wanted to make a name for myself, on my own merits. If I had to get out of the Army I don’t know what I’d do.”

Although neither Bell or Korenoski went into great length on the reasons why they joined the Army, their straight-forward candor and intensity intrigued the young adults and changed their perceptions of the Army.

Who, what, where, when, why, and how about TAIR?

by Helen Elrod, Chicago Bn A&PA and Tom Tiernan,
USAREC A&PA TAIR Manager

Why should I chose use a TAIR skill team instead of another asset in my school? Which teams are most effective? What type of team should I ask for? Are TAIR skill teams really worth my time?

These are questions recruiters commonly ask concerning the TAIR program. The first is easy to answer, the others require a solid understanding of your market, the quality of your relationship with school officials, and your preparation for the event.

Why should you chose a TAIR team? That's simple — leads. Through the second quarter of this fiscal year, skill teams generated nearly 80 percent of the more than 15,000 leads created.

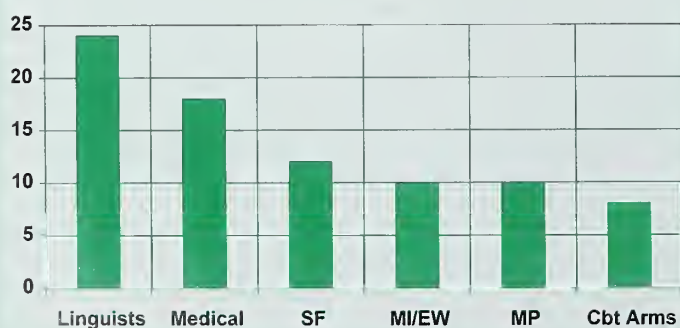
Which teams are most effective? That's a tough question and the answer varies based on your definition of effectiveness and in what area of the country the team is being used. Generally, a TAIR asset's effectiveness is measured by the number of leads generated and the cost of those leads.

Overall, through the second quarter of this fiscal year, linguist, Special Forces, food service, medical, military police, and combat arms teams have proven most effective. However, the answer is a little different in every brigade. Knowing your area is essential to determining which team you should ask for.

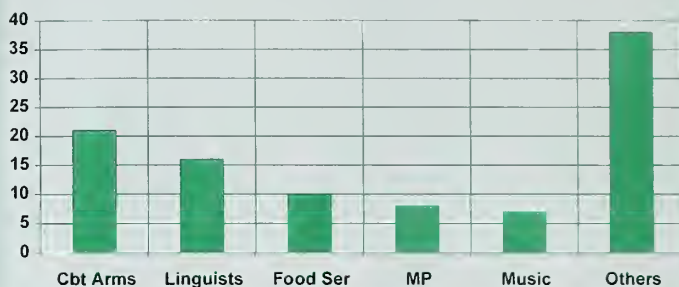
In the 1st Brigade, mechanic skill teams are among the most effective while down south in the 2d Brigade, military police teams capture a lot of interest. Students in the 3d Brigade's Midwest region seem to like the picture presented by public affairs teams. In the 5th Brigade infantry and armor teams seem to hit the target, and on the high-tech West Coast, military intelligence and electronic warfare teams seem to pique interest.

Before you request a team, think about your audience. Is it a blue collar or white collar community? Do they come from families struggling to make ends meet or are they planning for the future? Are they looking for professional jobs or more hands on labor? What are the popular hobbies, sports, and recreational activities? What are their traditions and values?

TAIR Team Lead Generation Potential



Lead Generation Through 2d Qtr FY97



The answers to these questions vary from area to area. For a TAIR event to be successful, you must tailor it to the needs and interests of your audience.

For any team to be successful, it must appeal to the group's interest. This is where you win or lose them the easiest. Your ability to build rapport with the class will be hurt if they are bored by the subject from the very beginning. A food service team will probably find a chilly reception in a shop classroom and chances are so will you.

An important part of any TAIR team presentation is you. Your job is to escort the team to your school, make sure they have everything they need, greet the students as they come in, and pass out Recruiter Publicity Item 954 for the students to complete.


Once the students are seated and ready to go, your introduction of the team will set the stage. Be enthusiastic. Introduce any members of the Delayed Entry Program/Delayed Training Program in the room, and give a brief pitch on what the Army has to offer. Then turn it over to the team.

When the team has finished its presentation allow questions. Both you and the team should be professional, pleasant, informative, sincere and, most importantly, honest. This will help you be persuasive.

After all the questions have been answered. Close with another brief pitch about the benefits of an Army enlistment. Watch the students' reactions. Tailor your presentation to their key motivators. Expand on topics that trigger interest and cut short those which cause it to wane. Promote options and benefits that appeal to your audience and which will meet their needs.

Before the students leave, collect the RPI 954 cards. Those who ask for more information are your leads.

Contact those students who want more information as soon as possible. Use discussion of the TAIR team's visit to help you establish rapport. Make the appointment and go for the contract.

Are TAIR teams worth your time? Sure. They generate leads, appointments, and contracts. They allow you to meet students and find out what they are interested in. They help you establish contacts in the schools and develop strong relationships with teachers, counselors, and administrators. They help you sell the Army and they plant the seed for those who might contract later on. 

Vision implies change. Change is upon us. We are better off to participate in change and to help shape it than to be dragged along by change. You can help shape the future and make it better. You know your job better than anyone. What are your ideas for improving operations? Share them on the space below and mail this according to the instructions on the back of this form, postage free.

Please be as detailed as possible when citing examples for improvement. Recruiters, support staff, and family members are encouraged to use this space to voice ideas and concerns. If you desire a direct response to your comments or suggestions, please include your name and address. Names are not required.

Teamwork: Working together as a team, we can accomplish more than working as individuals. Share your vision for the future of the US Army Recruiting

Command. All forms are mailed to and received directly by the USAREC Chief of Staff, Fort Knox, Ky.

HQ USAREC Fm 1825, Rev 1 Feb 96 (Previous editions are obsolete.)

Fold here second and secure with tape

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Fold here first

New alliance targets Hispanic youth

by Tina M. Meek, Program Manager

The US Army Recruiting Command will better reach Hispanic youth this fall with its "Take Charge!" Program messages and Army opportunities through a partnership with a Hispanic community-based educational organization.

The partnership, known as the Hispanic Influencer Alliance, will team recruiters with counselors from a branch of the League of United Latin American Citizens (LULAC). Counselors work in LULAC National Education Service Centers (LNEsc), which offer programs and activities in Hispanic-concentrated schools and communities.

There are 15 LNEscs in the United States and one in Puerto Rico. Recruiters in areas with LNEscs will work with counselors to make presentations encouraging youth to stay in school, stay off drugs and plan for their futures. Most LNEscs begin school activities and programs starting in October.

Presentations will be coordinated locally through battalions and may take place during school or at LNEsc events and programs. LNEsc counselors will serve as liaisons to Hispanic-concentrated audiences and will help build further credibility for the Army. Counselors will also interpret if necessary during program presentations.

The Hispanic Influencer Alliance will address unique cultural and language characteristics of the Hispanic market. Although messages are similar to the "Take Charge!" Program, it will run separately to be most effective in encouraging Hispanic youth to stay in school, stay off drugs and plan for life.

That's because research shows that many Hispanic students and parents seek counseling through community organizations, such as LNEsc, rather than the formal school structure. In contrast, "Take Charge!" works through the school counselor channel.

Although many Hispanic influencers know that staying in school is necessary for students' long-term success, the Hispanic drop-out rate is more than 30 percent, the highest of any ethnic group.

To assist recruiters in their presentations to encourage Hispanic youth to graduate, Recruiting Command is developing the following bilingual program materials.

- **Video** will be sent this fall to recruiting stations, companies, battalions and brigades directly involved with the Hispanic Influencer Alliance. The video will also be available through the Recruiter Store for areas without an LNEsc, but with opportunities to address Hispanic-concentrated populations. The English-language, Spanish-subtitled video features Hispanic teens discussing various issues that cause youth to drop out of school.
- **Discussion Guide** accompanies the video to help presenters prompt students to talk about issues in the video. It also addresses Army opportunities.




Working the crowd at the LULAC convention (photo by Ron Van Dyke)

- **Brochures** recap presentation points and offer tips on staying in school. They will be sent to recruiting stations, companies, battalions and brigades directly involved with LNEscs. Brochures will also be available through the Recruiter Store for areas without an LNEsc.

A news conference kicking off the partnership and national program is targeted for Hispanic Heritage Month, which runs from mid-September to mid-October. Brigades and battalions participating in the Hispanic Influence Alliance are highly encouraged to promote their LNEsc partnerships and programs through local media and events.

LNEsc is enthusiastic about partnering with the Army. In establishing the alliance, Recruiting Command and LNEsc headquarters have met and discussed mutual concerns and goals on helping Hispanic youth succeed.

Recently, the Commanding General, MG Alfonso E. Lenhardt, and COL Karen Maguire, director of Advertising and Public Affairs, attended the LULAC National Convention. Lenhardt was a guest speaker at the LNEsc breakfast where he addressed the audience on the Army's commitment to the alliance and helping educators encourage Hispanic youth to graduate.

Besides providing a public service and serving as a partner in education, the alliance will provide contact opportunities for recruiters to meet Hispanic prospects and influencers. The Hispanic market, which is considered underrepresented at around 6 percent in the Army, represents an expansion opportunity for recruiting. The Hispanic market as a whole is more than 12 percent and climbing to more than 16 percent by 2010. 

LNEsc Locations

California — Pomona, Los Angeles, San Francisco
Colorado — Pueblo, Colorado Springs, Denver
Florida — Miami
Illinois — Chicago
Kansas — Garden City, Wichita
Missouri — Kansas City
New Mexico — Albuquerque
Pennsylvania — Philadelphia
Texas — Corpus Christi, Houston
Puerto Rico — Bayamon



Role of the Battalion Education Services Specialist

by Brian Labashosky, Recruiting Operations Education

Just as the Recruiting Command has evolved, so has the role of the battalion education services specialist (ESS). Initially the Recruiting Command hired professional educators in 1975 to open doors to the high schools. Back then, school officials were not very receptive to the military and recruiters were hesitant to visit schools. The command knew that if they were ever going to be successful, they would have to gain and maintain access to this primary market.

The main function of the ESS, at that time, was to literally take recruiters into the schools to discuss the Army programs. Other tasks were to train recruiters on school organization, guidelines and educator expectations and manage the Department of Defense Student Testing Program. The ESS truly was the link between the recruiters and the civilian education community.

The mission of the battalion education services specialist has remained pretty consistent throughout, that is, to communicate Army training and education opportunities to the civilian education community and assist the recruiting force by gaining, maintaining, and improving access to the nation's high school and college students.

Do the math:

18,000 schools

41 battalion ESS

The job involves good public relations skills and a working knowledge of education theories, principles, and procedures at the secondary and post-secondary level. In order to achieve the mission the ESS must spend a good deal of time out in the schools, working with and assisting the recruiting field force. The objective is to establish and maintain a good working relationship with the schools. Key areas that the ESS must focus on to be successful are access, release of directory information, and the DoD Student Testing Program.

Access to schools

Today, the ESS continues to work on opening markets, however, greater emphasis is placed on maintaining and im-

The ESS Mission: to communicate Army training and education opportunities to the civilian education community and assist the recruiting force by gaining, maintaining, and improving access to the nation's high school and college students.

proving school relations, student testing and school access. Nationally, physical access to schools is not a problem. Currently less than 3 percent of all high schools bar Army recruiters access to the school. In general, recruiters are welcomed in the high schools, provided the ground rules established by school are not violated. This wasn't always the case. Recruiter access to educational institutions has come a long way since the transition from the draft to the volunteer force.

Access to schools didn't happen overnight and it didn't happen on its own. Much of the credit needs to go to hard-working dedicated recruiters and education services specialists who opened up the primary market, a fact that is sometimes taken for granted.

ASVAB

One program that the ESS has always managed and monitored, which has tremendous value and impact on the recruiting mission, is the student Armed Services Vocational Aptitude Battery (ASVAB). The ASVAB, the most widely used aptitude test in the country, is offered through the DoD Student Testing Program to interested high schools and other educational institutions at no cost. Last school year, nationwide, over 875,000 students and 62 percent of the high schools participated in the program.

The ASVAB is designed to provide the field recruiter with a source of prequalified leads and is a valuable tool used to

gain and maintain access to the high school market. It is the responsibility of the ESS to ensure that recruiters are trained in all aspects of the program to include: marketing the AS-VAB to schools as a comprehensive career exploration program, scheduling schools, test promotion, proctor support, and post-test interpretation.

Over the years the role of the ESS has expanded from just the schools program to: operational/administrative functions with the implementation of the three-tier education enlistment policy and duties outlined in USAREC Regulation 601-101 (Education Enlistment Credentials), and new educational initiatives that involve coalition building activities such as Planning for Life, Stay in School/Stay off Drugs, and school partnerships.

Editor's note: *The Stay in School/Stay off Drugs Program and the Planning for Life Program have been rolled under one umbrella concept, entitle "Take Charge!" An article describing this newly packaged combined program is detailed on page 11 of this issue.*

Concurrent Admissions Program

The ESS is also the program manager for the Concurrent Admissions Program (CONAP). This program allows soldiers to be accepted to college with deferred admission concurrent with their enlistment. A little CONAP history — the program was originally developed and implemented by a group of 1st Brigade education services specialists in 1989 to expand the college recruiting market and for recruiters to use as a Delayed Entry Program (DEP) management tool.

Other duties as assigned

Battalion commanders expect the education services specialist to improve access and increase testing in the schools, identify new recruiting markets and markets of opportunities, and to increase Army awareness and visibility by building coalitions with educators and key influencers.

In order to meet commander expectations, the ESS must implement activities that are proactive and innovative. Proactive initiatives involve networking activities to improve Army awareness and increase commander visibility. Commanders and recruiters often fail to realize and overlook the fact that the contributions of the ESS's initiatives do not have immediate impact and can only be measured in the long term. Below is a sample of significant activities and special projects initiated by battalion ESSs during the second quarter of fiscal year 1997.


- Presenter and panelist at a statewide career counseling association conference.
- Set up battalion sponsored COI luncheon at statewide vocational association school-to-work conference with battalion commander as guest speaker.

- ASVAB presenter at statewide Career Decision Making Workshop.
- Submitted proclamation to the Governor's office for the ASVAB Career Exploration Program.
- Set up luncheon meeting between the battalion commander, ESS, and the State Education Commissioner.
- Set-up US Army/School Partnership program in conjunction with a USAR hospital unit that provided an American Heart Association Life Saver course to over 100 high school students.
- Met with the state board of education who agreed to award continuing education units to Army educator tour participants.
- Guest speaker at Chamber of Commerce meeting.

Advisor

The education services specialist is the commander's advisor on education related issues and a resource (combat multiplier) in accomplishing the overall mission. In addition to being an advisor and resource, the role of the ESS varies from day to day and often from one commander to another. Also, the ESS is an action officer with specific duties and responsibilities and is generally looked upon as a liaison between the recruiters and the civilian education community. This involves functioning as a coordinator, negotiator, trainer, counselor, and team player who must be able to overcome objections, make decisions, and establish rapport and a good working relationship with schools, organizations, and individuals at all levels.

Recruiter assistance

The role of the education services specialist is to assist the recruiters in achieving the mission; the word *assist* must be emphasized. There are over 18,000 high schools and 41 battalion education services specialists. Do the math — each ESS covers hundreds of schools over a large geographic area. Implementing an effective battalion schools program requires command emphasis and support, and a total team effort at all levels. 

The ESS

Advisor

Partner

Coordinator

Facilitator

Presenter

Guest Speaker

Program Manager

Action Officer

Advocate

Marketer

Scheduler

Resource

Test Expert

Test Interpreter

Liaison

Negotiator

Trainer

Counselor

Team Player

Editor's Note: The following letter is from William M. Malloy, Ph.D., Vice President for Student Services/Athletic Director for Navarro College, Corsicana, Texas. His recent participation in an Educator Tour influenced this administrator to enroll Navarro College in the Concurrent Admissions Program.

Educator Tours are an excellent means of "selling the Army opportunity" to your high school or college educators and administrations. The tours occur throughout the year and take place at the nearest military installations, or Army Reserve units.

June 30, 1997

Major General Alfonso Lenhardt
Commanding General
United States Recruiting Command
Fort Knox, KY 40121

Dear General Lenhardt:

I have recently returned from the "Texas Educator Tour" of Aberdeen Proving Grounds and the Military District of Washington. This tour was well organized and certainly an outstanding educational experience.

I was very impressed with the leadership and training provided for our young soldiers. Colonel Utzig at Aberdeen was well prepared to host our group for a day and encouraged us to engage the soldiers in conversation at any time or any place on base. The trainees were more than willing to share their impressions and experiences. All indicated they strongly believed they were in the right place at this time in their lives and were receiving excellent instruction.

This tour was especially meaningful for me at this time because my youngest of four children is currently completing his basic training at Fort Sill, which I understand can be a real "garden spot" this time of year. I came away with a new appreciation for his choice of service and I am proud to tell anyone that he hopes to make a career with the Army.

In closing, I should add that the tour was informative and impressive to the extent that upon returning to my campus, I immediately filled out the necessary forms to enable Navarro to participate in the "Concurrent Admissions" program.

Thank you for providing this opportunity for educators. Information provided will assist me in giving undecided students some positive and definite direction in their lives.

Sincerely,

/S/

William M. Malloy, Ph.D.
Vice-President for Student Services/Athletic Director
Navaroo College

Make it the best school year yet



by Bridget Minor, Family Advocacy Program Manager

September is welcomed by parents yet dreaded by children who will be returning to school. No longer can the kids sleep in late or stay up way past their bedtime. It is now back to alarm clocks, structured clothing, supply lists, and lunches to be packed.

The goal for most parents is to make each school year the best school year yet. Although you do need cooperation from your school-age children, there are some things you can do to improve their school experience.

Get involved in school

Join your school's parent-teacher organization. Volunteer in your child's classroom. For high school find which club, sport, or academic interest your child has and volunteer with that activity. Some kids do not want their parents anywhere near the high school — that should send a red flag up. Just volunteer. If you only have an hour to spare during the week or once a month your child's school can use you.

Schedule school activities

Most schools come out with a master calendar sometime after the beginning of the school year. Put all your child's activities on the calendar. Consult with your spouse and plan on making as many activities as you can together. If it is not possible for both to attend — take turns.

Talk to your child's teacher

Schedule conferences at times when the whole school is not going through them. That way your child's teacher is only preparing for your conference and not the whole class. This is also a good time to offer whatever volunteer services you can provide.

Create an atmosphere for learning

Make sure each child has a place to study. Equip the area with a desk, lamps, shelves, supplies, and a place to store their various projects.

Stimulate a love of learning

Encourage learning outside the classroom. Mundane chores such as grocery shopping can yield many exercises in vegetable identification for babies, counting out change for

elementary-age children, to label reading for middle schoolers on up.

Help your child learn how to set goals


It is never too late to learn goal setting. It sure makes life easier if you start early and learn how to sift the wheat from the chaff. One game that is especially great for younger children is inviting them to "time travel." Have them board an imaginary space ship and travel into the future. Travel 20 years into the future first, then work back 15, 10, 5, and 1. As the children travel, have them record what they are doing, where they are at, who they are with, etc. This is a great exercise to record on a cassette player and play back at the beginning of each school year to see where they are at, and to update or modify goals.

Talk to your child

Ask questions that are related to what they are studying. For those with adolescents this can be a tall order. If you only get one syllable answers, hang in there. Ask them what made them laugh today. What was the silliest thing they saw? If the conversation moves past one syllable answers, listen — the goal is to get your kids to talk about what is happening in their lives away from home. If you get them to share now, it helps down the road.

Share your life with them

Arrange for your child to visit your workplace to gain a better understanding of what happens in a work environment. Share positive work experiences at home with your children. If there was a difficult situation that you resolved, share that also. Keep the negative aspects to yourself.

Remember our children's positive school experience is directly proportional to the parents' involvement. Let's help our children be all they can be. 





Back to school safety

pedestrian risks associated with the trip. That's because the trip actually extends from home to school and back again. An average of 41 school-age children die in school bus-related traffic accidents each year and many more are injured. Almost three quarters of the accident victims are pedestrians, and most are very young children. Thirty-three percent of all motor vehicle deaths of 1-9 year-olds are pedestrians.

Reduction of exposure to traffic hazards is possible in almost every school through a better selection of routes. It is critical that training in pedestrian safety be reinforced yearly.

Here are some guides for safe walking. Teach your children to follow them every day.

by Mickey Gattis, USAREC Safety Officer

With the summer nearly over, it's time to get the children ready to return to school. School buses will be back on the roads and thousands of young pedestrians will be making their way to area schools. It's time to remind our drivers to watch for the flashing lights and to use extra caution in and around school zones. We must be aware of the potential dangers and take preventive actions to ensure the safety of the children in your area.

Many children are injured each year as a result of accidents while traveling to and from school. Traffic accidents are the leading cause of death for children between infancy and 14 years of age. Almost half of all pedestrian accidents involve children under 15 years of age. Children under seven years of age do not fare well in the traffic environment. Four and five year olds are more likely to be killed than any other age group. Almost nine out of every 10 pedestrian accidents involving children under the age of 14 occur during the hours of daylight, dusk, or dawn — the hours when children are going to and from school.

An average of 41 children die in school bus related traffic accidents each year.

On the way to school

Although the school bus ride itself is one of the safest forms of transportation, there are substantial

- Choose the route with the fewest streets to cross.
- Go directly to and from school.
- Cross at corners.
- Cooperate with the police, school safety patrol, and adult crossing guards.
- Look in all directions before crossing any street.
- Obey all traffic signals.
- Walk, don't run when crossing — give yourself plenty of time.
- Watch for turning vehicles.
- Face traffic when walking on roads without side-walks.
- Be extra alert in bad weather.
- Wear something white or reflective and/or carry a light if you must walk near traffic when it is dark.

School day driving

Recruiters must exercise special caution during the school year and be alert for the following:

- Reductions in speed limits in school zones.
- Crossing guards and safety patrols helping students cross streets.
- Children crossing unguarded roadways.
- Children walking on roadways.
- Youngsters darting from between parked cars.
- Cars stopping in front of schools to let children out.
- School buses loading and unloading students.

So drivers, be cautious around schools, bus stops, and areas where children walk to school. School's open — drive carefully.

Target Split Trainees for ADSW

Now is the time of year for USAR recruiters to contact their split trainees who have just returned from basic training. These soldiers are fired up from having just completed basic training. They can assist in the recruiting effort. One of the best ways to utilize these young soldiers is by having them participate in the Active Duty for Special Work Program (ADSW). The primary mission of the USAR Recruiting ADSW Program is to hire USAR soldiers to prospect for leads and applicants. These soldiers can help the recruiter to penetrate the school market by talking with their friends and teachers about their experiences in basic training. These soldiers can serve up to 30 days on ADSW in a given fiscal year.

The secondary mission of the ADSW program is to promote partnership between the local USAR Troop Program Units (TPU) and recruiting personnel, and to provide increased USAR visibility within the civilian community. The recruiter should be contacting the Reserve units (most of the units have returned from Annual Training by now) to coordinate bringing the new soldiers on ADSW. For more information on ADSW, refer to USAREC/USARC Reg 601-72, United States Army Reserve Recruiting Active Duty for Special Work Program, which can be found in the Recruiting Station Operations Update.

USAR presence in schools

Once again a new school year is upon us and it's time to reestablish our presence in our schools. Recruiters should be getting reacquainted with their COIs and school officials who have been helpful in supporting the recruiting mission in previous years. Important contacts in both high schools and colleges such as counselors, ROTC instructors, coaches and other influential people should be made aware of the most current Army programs and how the Army can help students pursue their educational goals. This would be a good time to begin planting the seeds for future ASVAB testing.

Be sure to contact those III B seniors who were contacted but not qualified for the CIHS Alternate Training Enlistment Option as a juniors. Vocational technical schools should also not be overlooked. Many of these schools graduate classes every semester and are an ideal market for the Student Loan Repayment Program as well as the ACASP enlistment option. Achieving and maintaining a good working relationship with our schools and cultivating COIs is critical to continued success in the Grad/Senior market. Be innovative, use your imagination and become known in your schools.

Chaplain Recruiting

There is only good news in the chaplain recruiting arena. We are well on our way to making mission; in fact, we already have far exceeded the mission for chaplain candidates. This is exceptionally noteworthy since chaplain recruiting has been operating with a handicap this fiscal year. First Recruiting Brigade has not had a recruiter since April and there has never been a recruiter in 6th Recruiting Brigade, and yet we will be over 100 percent mission accomplishment.

For next year's mission chaplain recruiting won't have this same handicap, as we will be at 100 percent strength with two new chaplain recruiters coming aboard. Chaplain (CPT) Patrick Ratigan is at CAS3 and will be reporting for duty at Fort Meade, Maryland (1st Brigade) on September 15, 1997. Chaplain (CPT) Steve Szasz (pronounced like "sauce") has been selected for the AGR program and will be reporting for duty at Fort Baker, California (6th Brigade) this month. Even though chaplain recruiting will have an increased mission next fiscal year, we are postured for even more success.

As always, the chaplain recruiters are thankful for all the assistance the enlisted recruiters have given them this year and look forward to their continued help with referrals and scheduling physicals with the MEPS. For any questions or referrals for the chaplaincy, call 1-800-223-3735, extensions 6-0435 (for chaplains) or 6-0702 (for chaplain candidates).

TWOR Production Update

Congratulations to the following Technical Warrant Officer Recruiters for submitting additional Technical Warrant Officer Applications, and exceeding their assigned mission for 3d Qtr FY 97.

New England	Minneapolis
SFC Dale Shannon (2)	SFC Michael Fennel (1)
Miami	Houston
SFC Cosme Romero (2)	SFC Gerald Nosky (1)
Montgomery	St. Louis
SFC Beverly Degratia (1)	SFC Theodore Brown (1)
Nashville	Los Angeles
SFC Joseph Malcolm (1)	SFC Marcus Doo (2)
Raleigh	Sacramento
SFC Johnny Miller (2)	SFC Thomas Barth (2)

Congratulations to the following Technical Warrant Officer Recruiters who met the standard to win a Spring Olympic Medal.

New England
SFC Dale Shannon, silver medal
Sacramento
SFC Thomas Barth, bronze medal

Army signs partnership agreement with District of Columbia schools

By Suresh Bhatnagar, Education Services Specialist, Baltimore

Retired Army LTG Julius W. Becton Jr., CEO for the District of Columbia's public school system, recently signed a Partnership in Education Agreement with the Department of the Army.

Representing the Army at the signing ceremony were BG Charles R. Viale, deputy commanding general, 1st US Army (East), and LTC Robert P. Nugent, commander, Baltimore Recruiting Battalion. The ceremony took place in Becton's conference room in Washington, D.C.

At the same time, District of Columbia Mayor Marion Barry Jr., issued two proclamations that will allow Armed Services Vocational Aptitude Battery testing in district schools. The signing ensures that Baltimore Battalion recruiters will continue to be an important promoter of education for the young people of Washington, D.C.



BG Viale, LTC Nugent, Mr. Palmer, and retired Army LTG Becton, Jr., CEO for the District of Columbia's public school system. (Photo by Najjaa Muhammad)

"This is a great day for the district's school system and the youth of America," said Viale. "I also salute CEO Becton for recognizing the great contributions that today's Army can make in the district schools. Recruiters from the Baltimore Recruiting Battalion should be commended for their volunteerism over the last two years while serving as mentors, role models, substitute teachers, and

tutors for at-risk students in the district," he said.

LTC Nugent said, "We at the Baltimore Battalion are proud of the more than 800 volunteer hours that our recruiters have given to youths attending the school system. Our main focus and appeal for the youth of our battalion area is for them to stay in school and stay off drugs."

Mr. Rodney Palmer, director of the Office of Policy Evaluation for the

District of Columbia, made the formal proclamation presentation on behalf of Mayor Marion Barry Jr., who was unable to attend. "One of my unique functions as the mayor's policy evaluations director is to act as education liaison between the mayor's office and the district school board. Having done so, I have seen how useful ASVAB testing can be in helping our young people plan their paths to the future," Palmer said.

Three time enlistee

by Barry Vorse, Pittsburgh A&PA

STEUBENVILLE, OHIO - When SGT Dominic Merritt says he's familiar with the Steubenville Army Recruiting Station he really means it. He's enlisted there three times.

Now a recruiter himself in Steubenville, Merritt first enlisted in 1988 after graduating from Indian Creek High School in Wintersville, Ohio. He got out of the Army in 1991 after serving in Desert Storm. He enlisted a year later in the Army Reserve. After serving a year in the Reserve, he enlisted once again in the Regular Army. After three years in the infantry, he was assigned as a recruiter and was sent once again to familiar territory.



SGT Dominic Merritt (Pittsburgh A&PA)

"I guess I should know my way around," Merritt said in understatement. "So far, I've enjoyed recruiting and, of course, it helps because I'm home."

Merritt has taken advantage of the stay-at-home recruiting situation by enlisting his brother, Robert Parks,

and a nephew, Virgil Merritt. He also has local contacts through his wife, Ladena, a graduate of Steubenville "Big Red" High School.

"It was good for me to get the hometown recruiting assignment," said Merritt, a winner of the Army Commendation Medal with Valor Device during Desert Storm. "I think it helped me adjust to recruiting easier than the average soldier sent out to recruit. I've been able to put kids I know in the Army," said Merritt, who now has a total of six years active duty. "When they come in, they come right to me. It's just like family."

Merritt says he is so at home and accustomed to being a recruiter that his intentions are to become a recruiter full-time.

25,000th ConAP student enlists in US Army

Story and photo by Phillip L. Guerrero,
Phoenix A&PA

TUCSON, ARIZ. — The 25,000th student has enlisted in the Army's Concurrent Admissions Program (ConAP). The student, PVT Adam Salmon of Tucson, enlisted for three years in the Army and has been accepted for admission to Tucson's Pima Community College. He was recognized in a ceremony, June 9, at the annual Arizona Counselors' Academy convention.

The 18-year-old soldier hopes to study computer-aided design after his Army tour is complete. "I'm glad for this opportunity," Salmon said. "My friends think it's a great idea, and some of them are going in the Army also."

Salmon reported for basic training at Fort Knox, Ky., on June 17, to be followed by Advanced Individual Training. He enlisted for three years and will be a cavalry scout. "I talked with the Navy first, but the Army had more job options," Salmon said. "Besides I really didn't want to go anywhere by boat."

Salmon's recruiter calls the young private one of his best soldiers. "He's already self-disciplined, he follows orders and he brings in people interested in the Army," said SSG Frank Rockwell, from Tucson's Broadway Recruiting Station. "I'd like him to return as a Hometown Recruiter. Adam wanted money for college and adventure; the Army gives him both."

ConAP has two primary goals. The first goal is to increase enlistment of college-capable young people who postpone going to school for financial or other reasons. Secondly, ConAP

increases the number of Army veterans and reservists in college using their GI Bill education benefits. There are 1,243 colleges and Servicemembers Opportunity Colleges that participate in the Army's ConAP program.

"Everyone participating in ConAP is a winner," stressed Ben Buckley, at the awards ceremony. Buckley is the national director of ConAP, Washington, D.C., "New soldiers make plans to go to college and use their Army educational benefits, recruiters develop leads in the college-bound market, high school counselors see their students accepted to college, and colleges increase enrollment of veterans who tend to be successful and disciplined students."

Of the nearly 90,000 Army enlistments projected for fiscal year 1997,

95 percent will be high school graduates and 96 percent will qualify for college money, based upon their Army enlistment, Buckley told the counselors. The number one reason for young people to enlist in the Army is money for college, followed by skill training and adventure.

PVT Salmon is scheduled to begin classes at Tucson's Pima Community College in September 2000 when his Army enlistment is complete.

Jesse and Karen Salmon, Adam's parents, were in the audience when he received his award, and they couldn't be more proud of their son. Both of Adam's grandfathers served in the Army during WW II, and his uncles served with the Navy during Vietnam.



(back row, left to right) Ben Buckley, national director of ConAP, Washington, D.C.; SSG Frank Rockwell, Broadway Recruiting Station, Tucson; Jules Levy, Education Specialist, Phoenix Battalion; and Forrest Glas, representative of Pima Community College, (middle) Karen and Jesse Salmon, the parents of PVT Adam Salmon.

Female aviators support Army recruiting

Story and photo by Tom Blackwood,
Sacramento A&PA

Brimming with enthusiasm and confidence, SGT Maria Susuico and SPC Hollie Heuschel spoke to high school students in Mrs. Karen Lafferty's English literature class at Woodland High School. Located just northwest of Sacramento, Woodland offers a small city-country atmosphere representing a conservative style of country living.

Sharp eleventh grade students with inquiring minds learned that Army aviation opportunities exist and that women do perform and achieve recognition in a predominantly male occupation.

SPC Hollie Heuschel is the only female attack helicopter crew chief in the 3d Infantry Division, working at Hunter Army Airfield in Georgia. Her duties as a helicopter mechanic and crew chief make this

21-year-old specialist responsible for a \$20 million piece of government equipment.

"What makes a young women want to become a helicopter mechanic or a crew chief," one of the students asked. Heuschel commented, "I found myself being challenged! I was told by a few of my male peers that I could not perform the job," she added, "This motivated me even more. I was especially determined to succeed when I was told that I would not last in a mostly all male occupation."

Local Army recruiter SFC Dustin Harrington-Collins from the Woodland recruiting station said, "The students in Mrs. Lafferty's class were obviously impressed by the achievements of both SPC Heuschel and SGT Susuico. The students were attentive and responded with pointed questions."

The question of sexual harassment was asked by one of the students who was concerned about being female and joining the Army. Both soldiers immediately responded by saying that they feel safer in the Army than in civilian employment. Susuico commented, "Under the Uniform Code of Military Justice (UCMJ), I feel that if anyone tries to sexually harass me, I have recourse to file a complaint." She added, "Our military laws are stricter and can be harsher for those who do not adhere to Army regulations."

Mrs. Lafferty pointed out that the intent of Army personnel visiting her class was to show students other options that are available and that can lead to success. SPC Heuschel's closing comments to the students really made the students and Mrs. Lafferty take notice. "I have succeeded in a male-dominant job. I have pilots needing my approval before they are allowed to take off," she added, "I have been certified and I am qualified as a crew chief,"

Heuschel further commented, "I want to complete my college education. I can apply for Warrant Officer School or Officer Candidate School once I finish college, I'm still not sure."

"I plan on attending college while I'm in the Army. The Army will pay 75 per cent of my college cost while I'm serving on active duty in the military," SGT Susuico added.

Heuschel concluded by saying, "I could make approximately \$160.00 an hour in civilian aviation doing the same job I do now in the Army." She added, "The Army has provided me the opportunity to succeed. Eventually, what I really would like to do with my life is to become a math teacher."



SPC Hollie Heuschel, the only female attack helicopter crew chief assigned to 3d Infantry Division, Hunter AAF, Ga., and SGT Maria Susuico, air traffic control supervisor, HQ Company, HQ Command, answer questions from students at Woodland High School. The soldiers participated in Sacramento Battalion's TAIR event to promote Army opportunities. (Photo by Tom Blackwood)

DEP soldier wins Texas and Olympic boxing titles

Story and photo by Jeanne Fitzgerald,
Houston A&PA

HOUSTON, TEXAS — “The Army and the art of boxing have much in common,” PV2 Christopher Perez Alvarado said. “They both require skill, discipline, motivation, hard-work, and dedication in order to complete their missions.

Alvarado, 18, a recent graduate of Eisenhower High School, joined the Army last month. He will complete basic training at Fort Sill, Okla., followed by advanced individual training as an Air Defense Command control computer communications and intelligence tactical operations center enhanced operator/maintainer. His first tour of duty will be at Osan Air Force Base in Korea.

He qualified to enlist the Army as a PV2, due to the fact that after talking to six of his classmates about Army options and opportunities, they too signed their names on the dotted line and joined the Army.

Alvarado is no stranger to military life. His father, John, was a military policeman in the Army and his cousin, Anthony, 28, served with the airborne.

Upon completion of his tour of duty, Alvarado plans on going into the medical field and to pursuing a college degree in international studies and politics. “As a member of a minority, I feel it is important for me to do my part to improve the life of my fellow citizens.”

Besides serving in the Army, Alvarado’s other great passion is boxing. “I guess I entered boxing the day I was born. It came so naturally to me, it was as if I was born with boxing gloves on my hands,” Alvarado said. “My father taught me everything I know about boxing. He

also trained Reginald Johnson, the former International Boxing Federation middleweight champion, who is once again training to enter the ring.”

Alvarado, fighting in the lightweight division at 140 pounds, has 36 fights to his credit, with 30 wins and six losses, and has never been knocked out in his career.

He holds three Texas State titles: Regional Junior Olympic Championship; Local Boxing Committee Junior Olympic Championship; and Local Boxing Championship. Alvarado also has 30 trophies to his credit. For one of those trophies, he knocked out his opponent in 13 seconds of the first round.

In 1993, Alvarado participated in a Junior Olympics competition at the naval base in Gulfport,

Miss., where he was ranked number five at the end of the championship.

“Training is a very important part of my life,” Alvarado said. “I train three times a week in my garage, which my family converted into a gym, and at the downtown Houston Boxing Association Gym.”

He also takes jazz and ballet dance classes to train his body to move smoothly and swiftly and with a great deal of coordination and balance. “Muhammed Ali’s great adage, ‘Float like a butterfly, sting like a bee,’ aptly describes one of the great boxers of all times and someone I would like to emulate,” Alvarado said.



PV2 Christopher Perez Alvarado proudly displays his boxing championship medals and the blue jacket with a patch that describes him as the champion of the 1997 Golden Gloves competition.

Alvarado’s father, John, his mother, Delores, and brothers, John III, 29, Steven, 25, Nicholas, 15, and six-year old Don Juan Antonio are very proud of his boxing accomplishments. In fact, little Don Juan Antonio will begin his own boxing career in the very near future.

Alvarado’s basic philosophy of life mirrors the Army slogan, “Be All You Can Be.” “Take advantage of every opportunity that comes your way,” he said. “Stay in school, stay off drugs, seek higher education, learn a technological skill and you will have a very happy and successful life.”

1. Upon notification that a person who has enlisted in USAR has a positive drug result, in accordance with AR 601-210, the following will occur:

- a) The commander of the TPU, of which the DPT is a member, will counsel the soldier on the use of drugs.
- b) The recruiting battalion commander will notify the TPU commander of the results and advise that the individual must be discharged.
- c) The TPU commander may elect not to discharge the DTP.
- d) Nothing will happen because a Reservist is accessed into the USAR on the day of enlistment.

2. Recruiters must visit each of their schools at a minimum of _____.

- a. at least twice a month
- b. once a month
- c. twice a quarter
- d. once a quarter

3. If an applicant is married, has two children and pays child support for two additional children he or she is considered _____.

- a) fully eligible for enlistment
- b) not eligible for enlistment, no waiver considered
- c) not eligible, waiver considered

4. If applicants lack required documentation for advanced promotion at the time of enlistment they may submit supporting documents to their personnel officer within _____ months of RA enlistment:

- a. 12
- b. 9
- c. 6
- d. 3

5. Station commanders will forward the completed Voters Registration Information DD Form 2645 (yes/no form) to recruiting battalion headquarters no later than _____.

- a. 5 working days after each recruit ship month
- b. 5 working days after the form is completed
- c. 10 days after the form is completed
- d. This form is not sent to recruiting battalion headquarters, it is maintained at the recruiting company headquarters.

6. Initial recruiter training is conducted in _____ phases: _____.

- a. 3: initial review, 5 month, 9 month

b. 2: Army Recruiter Course , New Recruiter Program

c. 2: 5 month and the 9 month

d. There is only one phase, the New Recruiter Program.

7. At least _____ sales presentations must be observed and recorded each month of the program by a mentor, trainer, or leader.

- a. 1
- b. 2
- c. 3
- d. 4

8. Individuals who have only completed Phase 1 of the Alternate (Split) Training Program are not eligible to participate in the ADSW Program.

- a. True
- b. False

9. If the maximum confinement under local law exceeds 4 months but does not exceed 1 year this offense must be treated as _____.

- a. minor non-traffic
- b. misdemeanor
- c. traffic
- d. felony

10. A recruiter's prospecting efforts are tracked on USAREC Form 533 by _____.

- a. RSW (Tuesday through Monday)
- b. Calendar week (Monday through Friday)
- c. RSM (Recruiter Ship Month)
- d. Calendar Month

11. DD Forms 369 are valid for _____, when being used for waiver processing, unless new arrest, or convictions are alleged or suspected.

- a. 3 months
- b. 60 days
- c. 12 months
- d. 6 months

12. When treating an open chest wound you must first uncover and clean the wound.

- a. True
- b. False

13. When employing the M18A1 Claymore mine, your firing position must be at least _____ meters to the rear or the side of the emplaced mine.

- a. 25
- b. 50
- c. 30
- d. 16

14. When aiming the M18A1 Claymore mine you should select an aiming point about _____ meters or _____ feet in front of the mine.

- a. 50, 150
- b. 25, 75
- c. 75, 225
- d. 100, 300

(The answers to this month's Test can be found on the inside back cover.)



Glen E. Morrell Awards

BALTIMORE

SSG Edward Gonzalez
SSG Anthony Stoneburg

INDIANAPOLIS

SFC Dallas Poynter

KANSAS CITY

SFC Arlen Davidson
SFC Paul Smith

MIAMI

SFC Jaime Morales
SFC Rickey Claiborne
SFC Ricardo Vives
SFC Nelson Rodriguez
SFC Danilo Sostre
SFC Luis Garcia

MINNEAPOLIS

SFC Charles Geszvain

NEW YORK CITY

SSG Herbie Mickens
SSG Stanley Spencer

PHOENIX

SFC Consuelo Pinnock
SFC G. Robles-Pizarro

RALEIGH

SSG Calvin Turner

1ST AMEDD

SFC Russell Young
SFC Ronnie Hamilton

2D AMEDD

SFC Davis Daniel
SFC Elaine Spivey

6TH AMEDD

SFC Sue Ann Morris

ALBANY

SSG Darryl Smith

BALTIMORE

SSG Bruce Foote
SFC Mary Toussant
SSG Gregory Brogdon
SGT Kirkland Thomas

BECKLEY

SSG Julian Adkins

CHICAGO

SSG Hubert Evans

CLEVELAND

SFC Willie Brooks
SFC William Mack

COLUMBUS

SFC Steven Stetler
SSG David Kindt

DES MOINES

SSG Joseph Peabody
SFC Dean Hamilton
SSG Tommy Dukes

GREAT LAKES

SSG Ronald Karcz
SFC James Swann
SSG Thurman Davis
SSG Rodney Harden

JACKSON

SSG Juanita Randle
SSG Bruce Willis

JACKSONVILLE

SSG Rafael Chaves
SFC Beverly Lambert
SSG Ulysses Fogle
SSG Bobby Brown

LOS ANGELES

SSG Calvin Griffin
SSG Joseph Santo
SSG Jose Montalvo
SSG Wilburn Myatt

MIAMI

SGT Bryan Wright
SFC Victor Ramos
SSG Miguel Mattei

MILWAUKEE

SSG Timothy Wright

MINNEAPOLIS

SFC Thomas Braaten
SSG Kevin Brown
SFC John Waerzeggers

NASHVILLE

SFC Derrick Graves

NEW ENGLAND

SFC Wendell Weaver
SFC Timothy Lenahan
SFC Todd Sherman

NEW ORLEANS

SFC Randall Leblanc

NEW YORK CITY

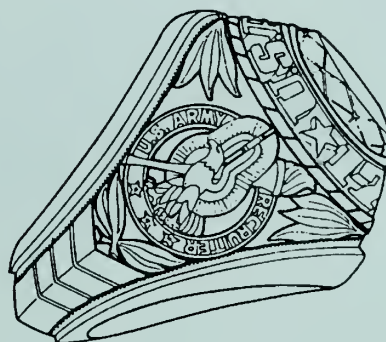
SSG Christopher Rankins
SSG Hermenio Incle
SGT Darrell Goss
SSG Shawn Robinson
SSG M. Rodriguez-Santos
SFC Jose Padilla
SFC Douglas Monroe
SSG Sidney Colon

OKLAHOMA CITY

SSG Brice Reed

PHOENIX

SGT Jeffrey Pearson
SGT Daniel Robles
SGT David Brooks
SSG Ronald Macom
SGT William Willen
SSG Patrick Gentry
SFC Scott Martin
SSG Michael Rodriguez



Rings

PITTSBURGH

SFC Salvatore Dominianni
SSG David Leister
SFC Steven George
SSG Lawrence Michaelis
SSG Michael Santone
SSG David Gunn

PORTLAND

SFC Gabriel Gandia
SSG Christine Kohl
SFC Wilfred Oguma
SSG William Ida

RALEIGH

SSG Ronald Lamison
SFC Charles Beard
SFC Sylvester Bracey

SACRAMENTO

SFC Rui Lopes
SSG Eric Nebres
SFC Warner Threats
SFC Dennis Anderson

SALT LAKE CITY

SSG Richard Weiner
SFC Bryon Condie
SSG Randy Steadman

SAN ANTONIO

SSG Lemar Thomas
SSG Robert Rinell
SFC Edna McCullough
SGT Linda Andis
SSG Robert Shenk
SSG Peter Rocha
SSG Denna Cortez

SEATTLE

SFC Charles Williamson

SOUTHERN CALIF.

SFC Wilbur Walters
SFC Randy Navarro
SGT Jeffrey Hankins

SYRACUSE

SSG Carl Jackson

TAMPA

SSG Anthony Neville
SFC Morgan Segarra
SGT Eddie Hibley

USAREC HQS

SFC Keith Hylton
SSG John Kessler
SFC David Dawson

1st AMEDD

SSG Blake Bowers
SSG Steven Ehrlich
SSG Pamela Wincapaw
SSG Patrick Groome

6th AMEDD

SFC Alfonso Laxamana

ALBANY

SGT George Frazier
SGT Jason Mosher

BALTIMORE

SSG Jason Bandi
SSG Joshua McNeil

BECKLEY

SSG William Mulvihill

CLEVELAND

SGT Todd Schneeman

COLUMBIA

SFC Herman Johnson

COLUMBUS

SGT Amos Brown
SSG Brian Nelson
SSG Michael Mascell
SSG Randall Slaughter
SSG Ronald Norton
SSG Scott Gallagher
SSG Timothy Tharp

DALLAS

SGT Gary Trout
SSG George Jackson
SSG Jocelyn Roy

DES MOINES

SSG Mishele Degeest

GREAT LAKES

SGT Steven Deckard
SSG Christopher Tolbert
SSG Robert Tally

HARRISBURG

SFC James Raby
SFC Randall Higgins
SGT Gary Moyer
SGT John Kiehl
SGT Mark Derolf
SSG Duane Naugle
SSG Dwight Boatwright
SSG John Luscomb
SSG Keith Glindemann

HOUSTON

SGT Keith Cade
SSG Lesley Stewart
SSG Olin Martin
SSG Paul Dubovik

INDIANAPOLIS

SGT David Webb
SGT Gregory Smith

JACKSON

SSG Paula Street

JACKSONVILLE

SGT Bennie Collins
SSG Michael Murcay

KANSAS CITY

SFC Clyde Layton
SGT Kerry Rhodes
SGT Michael Zaring
SSG Laverne Rush

SSG Norvel Donica

MINNEAPOLIS

SFC Guy Plotz
SFC Troy Liffing
SSG Eric Wright
SFC Jeffrey Berry

MONTGOMERY

SGT William Olmstead
SFC Jeffrey Berry



LOS ANGELES

SFC Douglas Fuhrmann
SSG Wayne Sharp

MIAMI

SGT Joel Martinez
SGT Mernie Williams
SSG Eric Goolsby
SSG Luis Seijo
SSG Miguel Flores
SSG Peter Serrano
SSG Sebastian Gonzalez

MILWAUKEE

SSG Darren Rountree

SSG James Webster

NASHVILLE

SFC Michael Boles
SGT Angela Chappell
SSG Donald Williams

NEW ORLEANS

SFC Benjamin Spaulding
SFC Gregory Rock
SSG Danny Barthelemy
SSG Gerald Russell
SSG James Mortimer

NEW YORK CITY

SFC Edward Kovach

SFC Miguel Berdec-Rosado

SGT Alan Gildeson
SGT Elbin Caraballo
SSG Chris Mackey
SSG Robert Mack
SSG Stanley Grant
SSG Trena Matthew

PITTSBURGH

SGT Thomas Speegle
SFC Jeffrey Seal
SFC Michael Hill
SGT Gerry Barnes
SGT Richard Ringler
SSG Douglas Bawden
SSG Juanita Smith
SSG Michael Whalen
SSG Paul Estep
SSG Samuel Alois
SSG Shawn Day

RALEIGH

SGT James Mitchell
SSG Michael Pisano

SACRAMENTO

SSG Robert Trefault

SALT LAKE CITY

SSG Gina Mallett
SSG Kenneth Puehl

SAN ANTONIO

SFC Balfour Wright
SFC Steven Jewell
SSG C. Mojica-Boscana

SEATTLE

SFC Milferd Hill
SGT Alan Tiszkus
SGT Robert Connolly
SSG Richard Constancio

SOUTHERN CALIF.

SFC Ronald James
SGT Lee Colson
SGT Michael Dickerson
SSG Eloise Luckett

ST. LOUIS

SFC Kenneth Moomey
SSG Willie Peoples

TAMPA

SGT Patrick Marshall
SSG Anthony Boykins
SSG Tony Glasgow



Quality Volume - The Key To Our Success

Headquarters U.S. Army Recruiting Command



RSM June 97

1st Brigade

2d Brigade

3d Brigade

5th Brigade

6th Brigade

TOP TEAM MEMBER (Recruiter)

RA (BN)	SSG Rosier, P. (Beckley)	SFC Horn, M. (Nashville)	SSG Paris, J. (Great Lakes)	SFC Polus, R. (Oklahoma City)	SFC Carter, K. (Portland)
USAR (BN)	SSG Abram, A. (Philadelphia)	GS-7 Wimpee (Nashville)	SFC Olson, R. (Chicago)	SFC Hill, L. (Dallas)	SFC Harvey, K. (Sacramento)

TOP TEAM (Station)

LARGE (BN)	Willingboro (Philadelphia)	Rio Pedras (Miami)	Minot (Minneapolis)	Killeen (San Antonio)	Sierra Vista (Phoenix)
SMALL (BN)	W. Lebanon (New England)	Mt. Juliet (Nashville)	Rensselaer (Indianapolis)	Bolivar (Kansas City)	Daly City (Sacramento)
		Glasgow (Nashville)			

AMEDD

(HCRT)	New York City	Florida	Chicago	Houston	N. California
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*Outstanding effort!
Thank you and best
wishes for continued success.
America's Army is better
because of you.*

R9/FY 97-9

"Of the troops...for the troops"

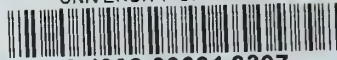
[Signature]
ALFONSO E. LENHARDT
Major General, USA
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Answers to the Test

- | | | |
|--|--|--|
| 1. b, AR 601-210, page 51, para 5-95 (b) | 7. c, USAREC Pam 350-2, para 7 | 11. d, AR 601-210, para 2-10g |
| 2. d, UR 350-6, para 3-7b (1) | 8. b, USAREC/USARC Reg 601-72, para 1-6b | 12. b, STP 21-1 SMCT, Oct 94, page 505 |
| 3. c, AR 601-210, para 2-9b (7) | 9. b, AR 601-210, para 4-4c (1) | 13. d, STP 21-1 SMCT, Oct 94, page 198 |
| 4. c, AR 601-210, para 2-20-I (1) | 10. a, Memorandum: Modification to USAREC Reg 350-7, 28 Sep 96, 4F | 14. a, STP 21-1 SMCT, Oct 94, pg 196 |
| 5. a, UR 608-1, para 3c | | |
| 6. b, FM 25-100, Appendix C | | |

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